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ABSTRACT

These conference proceedings provide summaries of 71 presentations on various aspects of the High/Scope educational approach. In addition to summaries of special presentations on music and movement, topics addressed include: (1) student engagement; (2) outdoor learning; (3) change strategies; (4) various discussions of the Child Observation Record; (5) including children with disabilities; (6) creating a supportive educational environment; (7) planning; (8) science learning; (9) classroom environment; (10) assistive technology; (11) proposal writing; (12) parent participation; (13) conflict management; (14) child care training; (15) brain research; (16) storytelling with Persona Dolls; (17) home visits; (18) problem solving; (19) various discussions of different types of play; (20) sensorimotor learning; (21) using environmental print; (22) language and number development; (23) teacher-child interaction; (24) adult learners and workshops; (25) art activities; (26) elders as volunteers; and (27) observation of children. The proceedings also include the High/Scope "Key Experiences" and "Wheels of Learning" for infant/toddler, preschool, and elementary levels. (KB)

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1998

International HIGH/SCOPE REGISTRY CONFERENCE PROCEEDINGS

MAY 5–8, YPSILANTI, MICHIGAN

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Preface

Welcome to the Twelfth Annual International High/Scope Registry Conference. As in past years, we are pleased to welcome conference participants from around the country and around the world. It is encouraging to know that as we face our daily challenges implementing and evaluating high quality services for children and families, there is increased public attention and support for what we do. Well-publicized brain research has alerted everyone from parents to policymakers that children's early care and education experiences are crucial to their later development. There is a push for reducing class size in the public schools and creating the kinds of supportive environments that will allow more individualized and active learning to occur. As these important messages about care, education, and development find their way to the public, we have a wonderful opportunity to catch the ears, eyes, hearts, and pocketbooks of an interested and expanded audience.

The Registry Conference is a chance to first share the latest information and messages with one another and then address the world beyond the conference walls. This year, we have increased confidence in the validity of the old messages and excitement about the new messages that are carrying us forward. We continue to provide training and evaluation services to a diversity of programs and populations. As always, Head Start and public school preschool programs are well represented among our participants. Interest in the High/Scope approach to elementary education is growing. This year, you will find more participants and more sessions than ever before focused on programs serving children with special needs. The Foundation is expanding its offerings in the infant and toddler arena. And at the other end of the age spectrum, we are beginning to work with intergenerational programs that offer services to our oldest as well as our youngest citizens. Active learning – you're never too young or too old for it!

At the same time High/Scope is solidifying and expanding its program base, we are continuing to add new areas to the curriculum. A good example is the integrated arts curriculum with expanded offerings in Music and Movement and the new two-day visual arts workshop on Supporting Young Artists. This year's Conference also provides a look at how we are assessing programs and children using the High/Scope educational approach. You will hear talk about the new High/Scope Program Quality Assessment (PQA), the comprehensive tool for looking at program practices that replaces the old Program Implementation Profile (PIP). Look for its publication this summer. The High/Scope Child Observation Record (COR) is changing the way early childhood practitioners look at children's development -- and the way they document their observations, advancing from hand-written anecdotal notes to computerized COR records!

Speaking of computers and technology, be sure to visit High/Scope's new Web page. Our address is http://www.highscope.org and we welcome new and repeat visitors every day. The Web has become an exciting avenue for the Foundation to introduce itself to new friends and to update old friends and Registry members on the latest activities in curriculum development, training, research, policy, and High/Scope Press publications. The Internet is also providing High/Scope with a

valuable international connection. This year, we registered overseas participants for the conference and summer training electronically. We plan on expanding our registration capability in the coming months.

In addition to these new developments in content and technology, you will find some changes in the departments and people at the Foundation. As you may have already noticed, High/Scope consolidated all of its training, scheduling, and Registry activities in one department and (literally) under one roof – and named this group Educational Services. The faces and the activities are for the most part familiar but the new level of coordination should help us streamline services to you. Many of you will miss Philip Hawkins who was the Director of the Program Division. Philip has decided to follow his growing interest and enormous expertise in technology to new places and new challenges. He continues to be a friend of the Foundation and we wish him well. In his place, you will see another familiar face – Ann Epstein -- who, after more than two decades in the Foundation's Research Division, is now the Director of Curriculum Development and Training in the Preschool Department.

All of us at the Foundation, both the experienced hands and the newest staff, are looking forward to an exciting Registry Conference with repeat participants and new arrivals. We have much to learn from one another this week and much to share with the children, families, administrators, and policymakers we encounter every day. Let us join together to learn and take the message of high quality care and education back to our own cities, states, and countries. The field is counting on us for leadership, information, and enthusiasm. If this year's Conference is anything like the ones of the past, we can supply those in abundance!

Ann S. Epstein, Director
Curriculum Development and Training, Preschool Department

Anne Hudon, Conference and Registry Manager
Educational Services Department

Ypsilanti, 20 April 1998

Contents

(Arranged alphabetically by lead presenter)

Following this Table of Contents are copies of the High/Scope Key Experiences, Wheels of Learning, and Narrative/Notes Form.

Julie Austin

Large Group Time: How to Keep Moving with Music and Materials (Or How to Avoid Saying "Keep Your Hands to Yourself!") 1

At large group time, children need a variety of activities that include using their bodies, voices and actual materials to enjoy themselves and their classmates as well as express themselves individually. We will explore different songs, chants and stories that use various props and movements to encourage children to stay actively engaged, while having opportunities for plenty of child choice.

Ursula Ansbach

The Adult's Role in the Outdoor Learning Environment 2

In this session we will explore how the adult facilitates and expands key experiences in outdoor play.

Sandy Ayers

A Family–Focused Public School High/Scope Program 3

Research has documented the positive impact on children and parents involved in family-focused preschool programs. Limited research has involved family-focused preschool programs that are included in the public school system. This session will share pertinent information about a public school family-focused High/Scope program and results of a study involving a public school family-focused High/Scope program.

Roberto Barocio

Note: *This session will be presented entirely in Spanish, and will be followed by a networking session for Spanish-speaking participants.*

The High/Scope Curriculum And The Culture Change In School 6

Those who have implemented High/Scope in their schools, know for sure that the implementation process demands a personal and institutional change, which must consider at least three dimensions: change in materials, teaching approaches and beliefs. My intention in this lecture is to think with you about the deep implications that this statement have, if you really want to produce a meaningful change in the school, you need to take advantage of the process of working with the High/Scope Curriculum to change the culture of school.

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Kathy Black and Lora Wasik

Taking the Stress Out of Clean-Up 7

This workshop will help classroom teachers conquer the "Oh no it's clean-up time" syndrome. We will identify what makes clean-up time so difficult and discuss strategies to take the "mess" out of clean-up. We will explore the benefits of using variety at clean-up time, while maintaining consistency.

Joan Brink

Creatively Using the Preschool COR 8

In this workshop you will experience the COR (Child Observation Record) come alive. The COR should be viable/living in our classrooms, and the tips shared, as well as the activities you will experience during this session, will be vibrant and inspiring to help support the authentic observations you are taking, or hope to be taking. The impact for families and teachers, as well as information for our daily planning and supporting future goals is significant. Participants will have an opportunity to relate what is working, as well as sharing challenges, and together possible solutions will be discovered.

Lisa Britt

Including Children With Autism? The High/Scope Approach Makes it Possible 9

A common myth exists surrounding children with autism: "They live in their own world and cannot be reached." Many children with autism and their families have taught me otherwise. It is my contention that this disability causes a different perception of the world. The charge of educators is to support those differences through varied strategies. This session will build upon existing High/Scope concepts to create a strong inclusive learning environment.

Patricia Brokman

Who's in Control? 12

Creating supportive social climates determines the quality of learning. Discover how to share control by focusing on strengths and making a commitment to solving problems through children's play.

Restrictive or Responsive Teacher Talk 15

Do you find yourself saying "No!" "Don't!" and "Stop that!"? This session will help you to examine if your language with children is responsive or restrictive. You will also learn how to change negative phrases into positive statements, leading to quality relationships with children.

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Sandra J. Bruk

The "Fan" Lesson Plan Model — Integrating Curriculum Through Open-Ended Lessons 17

Compare and contrast traditional lesson plan models with the "fan" model which uses the High/Scope curriculum and the components of active learning to integrate curriculum. Learn how this new model can be used to develop lesson plans which meet the needs of all learners in your classroom.

Melba Bunch

Adapting The Learning Environment For the Visually Impaired Child 25

In this workshop the Para-Professional Child Development teacher or Preschool teacher will better understand blindness in the preschool child. They will learn various strategies for integrating preschoolers with a visual delay. You will learn how to adapt the learning environment and various ways to label the environment for the visually impaired child.

Elizabeth B. Carlton—See Movement and Music Series Following this Section

Kathleen Carothers

Developing Child-Centered Individual Educational Plans for Preschool Children with Special Needs 26

An Individual Education Plan is a federal requirement for all special needs children enrolled in special education programs. These IEP's are developed by the classroom teachers based on the assessment information from standardized test. The dilemma of a preschool teacher in a child-centered environment is to address these goals while following the child's lead and being responsive to his needs. This workshop will help the teacher develop IEP goals for an active learning environment that are meaningful and occur within the daily routine.

"Let's Experience Science" 27

As in all activities within the High/Scope Curriculum, science learning is seen as an active process of doing and experiencing rather than a passive one of absorbing information presented by the teacher. It must be hands-on using real life materials. This session will look at the philosophy of "experiencing" science first hand and up close with children in kindergarten through third grade.

Maria del Mar Carter and Patricia Seals

Creating Learning Spaces — Setting Up the Classroom Environment 28

The arrangement of play space is a crucial element in developing children's cognitive, social, emotional, physical and behavioral well being. Children should be provided with spaces that are inviting, well defined, and allow for a variety of activities and types of play.

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Denise Chichester

Using Assistive Technology to Encourage Special Needs Children to Plan and Recall 29

This session will examine a variety of assistive technology used to aid special needs children throughout the daily routine. Participants will be provided information discussing the different levels of the concrete learner. Planning and recall strategies will be explored to include all children.

Linda J. Dubay

Documenting Head Start Individualization Strategies in High/Scope Lesson Plans 30

This workshop will cover a way to meet the Head Start requirement of documenting individualization in lesson planning. Techniques will be shared that emphasize strengths and needs and avoid planning based on deficits while considering COR results which can be used for individual children and for the whole group. Come and learn a process for documenting individualization strategies, cross referencing, and organizing individualization for each child in the classroom.

Ann S. Epstein

Money: How to Write a Good Proposal 35

This session will explore what characterizes a good written proposal to obtain program funding. Working in small groups, participants will review a set of sample proposals to determine which ones a funding agency is likely to support. The entire group will then discuss the strengths and weaknesses of the sample proposals to identify those characteristics they want to incorporate into their grant writing. At the end of the workshop, participants will have an outline for a generic proposal which they can adapt in writing their own grant requests.

Sandra Evers

Relationship Building with Parents — The First Step Towards Maximizing Participation 38

This workshop will focus on the importance of working with parents of pre-school children, as one of the key factors in enhancing children's life chances. The workshop will mainly be experiential and will offer the participants a chance to try out some of the tools which have been successful aids in engaging parents at NCH Action for Children Irlam Family Centre. The fundamental belief being that as professionals we need to find ways to break down barriers to parental participation and build bridges which encourage parental participation.

Rose Gabriel

How Can We Help Parents Understand High/Scope? 48

This class will give Directors and Teachers ideas on how they can share information with parents about High/Scope. This class is for Teachers and Directors that are starting to implement the High/Scope approach in their program.

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Ivan Galindo

How to Manage Conflict When There are Different Expectations Among Parents and the School 49

To give quality service in education is very difficult because of the great diversity of expectations among the parents in one school. The different expectations may lead to conflict among groups of parents and the school. Therefore, it is very important to manage conflict and to learn how to influence expectations. An original model of conflict management is presented.

How to Match Parents' Expectations With Your Service Offering and Your High/Scope Implementation 52

The High/Scope approach is quality education. Nevertheless, it is new to many parents and they may disregard many of its characteristics. Learn how to increase the perceived quality of your implementation of the High/Scope Curriculum and your service in general. The internal quality of your service is different than the quality perceived by the parent.

M. Katie Gerecke and Patricia J. Pruden

Accelerated High/Scope Training in Child Care for Welfare Reform Partners: A Collaborative Plan That Works 59

In this session, participants will learn to define their training needs as they seek to meet the demand for more child care services and create partnership opportunities for low income/welfare recipients interested in stepping onto the career ladder of quality education for themselves and the children they wish to serve. Participants will also have an opportunity to compare the traditional entry level college teacher training patterns with the High/Scope Approach and we will explore the steps required to bring about a replication of this nationally recognized vocational training.

Sherry Gill and Linda Webb

How Brain Research Validates the High/Scope Approach 67

Active learning, environment, adult-child interaction, daily routine, and assessment—the components of the High/Scope Approach are also important factors in the latest brain research. This session will give participants the basic information on brain development and learning and how this information correlates to the components of the High/Scope Wheel. As educators this information validates the importance of the High/Scope Approach.

Michelle Graves

Sharing Control With Children in the Classroom 69

This session will look at ways adults share control with children to create a partnership atmosphere in the classroom. Strategies for incorporating both adult and child ideas and suggestions for room environment and daily routine will be discussed.

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Debbie Handler

Storytelling with Persona Dolls 73

Come discover Persona Dolls and their uses for storytelling. The stories are based on real life issues that are important to children.

Brenda L. Hanthorn

A High/Scope Approach to Home Visits 75

This session addresses the need to support the families of preschool children through the use of home visits. We will discuss ways to provide a supportive climate and provide ways for the family to develop play and language with their children. This program is currently being used in an urban school district preschool.

Beth Hicks and Jessica Wilds

Planning Strategies For Children With Non-Verbal Skills In A High/Scope Preschool Classroom 77

Participants will be provided with strategies for assisting low and non-verbal children in communicating plans during planning time. They will have an opportunity to make a communication device which they may take back for use in their classrooms.

Charles Hohmann

COR-PC and COR-Mac: The Computerized Versions of the High/Scope Child Observation Record 78

A hands-on training session for those interested in using the computerized version of the COR: the COR-PC and the COR-Mac. Designed for people with little or no computer experience, the main features of the COR-Mac and the IBM compatible COR-PC will be covered. Working at individual computer stations, participants will start up the COR-PC and COR-Mac, add class information, enter and score anecdotes, print out child or classroom summaries and graphs, and make parent reports, all in our own COR-PC and COR-Mac lab. Remember, this session is a training session for the COR-PC and COR-Mac, not a session on the COR itself.

Mary Hohmann and Jackie Post

When We Disagree: Creating Problem-Solving Dialogue with Staff and Parents 81

Establishing a supportive climate for young active learners involves partnerships between teaching team members and between team members and children's parents. When adults have distinctly different expectations and beliefs about what is best for children, these relationships can falter. This session will explore ways to use such disagreements as opportunities to listen, learn from each other, problem solve, and strengthen relationships with families and team members.

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"Let's Do That Again!" Cycles of Learning in Early Childhood Play 83

When early childhood caregivers and teachers observe children returning again and again to the same kind of play, they often worry that children are wasting their time with the familiar and avoiding the challenge of learning new things. To understand the significance of repetitious play, this session will explore why repetition is a valuable early learning experience, what young children gain by it, and how adults can support the process.

Observing and Supporting Infants and Toddlers: Appreciating a Sensorimotor Approach to Learning 87

What do we see when we take time to observe infants and toddlers? What do their actions and communications tell us about who they are, what interests them, what they are learning? How attuned are we to the pleasures and accomplishments of sensorimotor children? This session will look at sensorimotor children in action and ways to support their explorations. We will also take a brief look at the emerging draft of the Infant and Toddler Child Observation Record.

Diana Jo Johnston

Extra! Extra! Read All About It: Using Environmental Print in Workshops 89

In this session we will explore environmental print as a mechanism for engaging children in meaningful activities that allow the key experiences to occur in the learning process.

Serena Johnson

Caring Start — Enabling Parents to Use High/Scope at Home 90

This session will introduce participant to the "Caring Start" training pack. This comprehensive package has been produced to enable all High/Scope practitioners who work with parents to run an informal six-session course to support parents in helping their children's developmental learning in the home setting using the High/Scope approach.

Lamoine Lane

Rabbit Ramblings: Helping Words Talk And Numbers Count for Young Children 91

Based on research, this workshop focuses on the intertwining of language and number development in young children. We will explore strategies to provide children with opportunities to experience literacy and numeracy in the preschool classroom.

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Dr. Paul Leseman and Eveline Gebhardt

Observing Preschoolers' and Teachers' Classroom Interactions in Dutch High/Scope Preschools as Compared With Regular Dutch Preschools 92

In this session, we will discuss an ongoing evaluation study of two preschool educational programs, the Dutch High/Scope program and a more didactic program developed by the Dutch National Testing Service, which are compared with regular preschools. The study examines co-constructive and emotionally supportive teacher-child, and child-child interactions in the preschools, in order to provide for an interpretation of program effects on developmental outcomes.

Shannon Lockhart and Jill Claxton

What Early Childhood Settings Look Like In 15 Countries—Key Findings And Visual Examples 93

The focus of this session will be to present selected findings from the Provider Survey instrument in the four key areas listed below and to discuss the selected findings in relationship to a particular country's educational philosophy, national curriculum or cultural view. Video footage will also be presented to more clearly illustrate each key area.

Beth Marshall

You Want to Scream, But You Can't: Strategies for Challenging, Difficult Behavior in Training Sessions 94

Ahhhh!!!! Do you find yourself feeling uncomfortable dealing with certain situations that arise in workshops? Constant chattering . . . always knows all the answers . . . really loves to talk about what she does in her classroom . . . what behaviors from participants do you find challenging to deal with? This session will help us to identify and acknowledge our own frustrations as trainers in working with adult learners. We will generate strategies for helping us move beyond those frustrations to work effectively with our training group. Come with situations and examples that you would like to share and discuss.

Starting Off on the Right Foot: Using Group Agreements in Training 98

Group agreements can be an effective tool for setting establishing common expectations and responsibilities with your training groups. It can also prevent problems from arising right from the start. This session for trainers will look at the whats, whys and hows of setting group agreements. We'll even create one ourselves!

Application Activity + Study Guide = Implementation Success 99

You're planning your next workshop with your High/Scope materials spread all over the table in front of you. You've set the topic and "found your inch". You've chosen a dynamic opening activity that will make your participants clamor for your central ideas. You're pleased with how participants will get to try their new ideas out in your practice activity. Next is the application activity and ..... nothing. You're tempted to just skip it, but wait... could this me the missing link to classroom implementation? This workshop for trainers will provide new insights to the application activity section of your training. We will explore

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A Study Guide to Educating Young Children as a resource for effective application activity ideas and develop some for your most pressing workshop topics.

TCP, TOT and Me?? 101

What are the TCP and TOT projects? What is involved in becoming a High/Scope certified trainer? Is this project for me? If these questions have entered your mind, come and ask the experts, the recent graduates of several TCP and TOT projects. Join us as we discuss both the training project and life back in the "real" world.

Beth Marshall and Rod Snodgrass

Ban It, Ignore It, or Join It? What to Do About Superhero Play 102

From Mighty Mouse to Wonder Woman to the Hulk to Turtles to Power Rangers, how do we, as teachers, handle superhero play in the classroom. Rather than banning it or ignoring it, this session will take a different approach - joining children's superhero play. Together we will look at children's superhero play and the strategies adults can use to support it in their classroom.

Alice Martin-Guy

Stress Management 106

Do you sometimes feel unfocused, tired, overwhelmed, unappreciated, less effective, angry or depressed? Then you may be experiencing prolonged stress, which leads to "burnout". Don't ignore the symptoms. Learn what you can do to minimize the impact of stress in your work, home and social life.

Program Performance Improvement 108

If you want to focus your efforts to improve the features of your program, this workshop will give you practical tools to use. You will learn how to determine where to place your emphasis to get the most value, including the Plan, Do, Check, Act (PDCA) cycle and standard Quality Management tools for determining cause and effect, interrelationships and prioritization.

Kathy Morrison

The ABC's of Language Workshops 112

In this session on the High/Scope elementary approach, participants will learn how to plan, organize, and manage content workshops. Participant will experience language arts based workshops that focus on alphabet books.

Kathy Morrison and Tina Dittrich

Fractions With Manipulatives: Ideas for Workshops 117

A workshop approach to teaching fractions with the use of manipulatives. This session also includes creative assessment ideas and is geared toward third through fifth grades.

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Polly Neill and Rod Snodgrass

The Preschool COR — What It Is and What It Could Be 125

Are you a seasoned Preschool COR veteran interested in giving us one-on-one feedback? Do you ask yourself: "What were they thinking when they wrote this item?" Bring your experiences, comments and suggestions and join us for a round-table discussion of the Preschool COR — what it is and what it could be. (**Note:** This is workshop is **NOT** intended as an introduction to the COR.)

Cheri Reed

Goo! More Goo! And Still More Goo!!! Ideas For Small-Group Time 127

Want to learn about small-group time, have fun doing it and take great ideas back to your classroom? If so, this hands-on workshop is for you!

Cheri Reed

I Like Spiders And Snakes But That "Aint" All It Takes Science in a High/Scope Classroom 128

Science isn't a small table with a magnifying glass and a jar of spiders. Science is much more! It occurs throughout the day in a High/Scope Classroom. In the workshop we will learn to use our "Science Glasses", and practice hands-on science activities to take back to our classrooms.

Cheri Reed

"If I Had A Hammer" Woodworking in a High/Scope Classroom 129

Many adults are afraid of the woodworking area and don't see the value of having one. In this workshop not only will we discuss these fears but also discuss how to implement a safe, but fun woodworking area in your preschool classroom.

Sandy Slack

Writing IEP Objectives From The High/Scope COR 130

This is a workshop to assist special education personnel in writing short term objectives that reflect the High/scope educational approach. Learn how to use the COR as a source for IEP objectives and tailor it to individualize for each child and you will get to write an IEP.

Betty Stanley

Increasing Encouragement While Decreasing Praise 135

Researchers and child development specialists report that extrinsic motivators, praise and reward, have negative implications. This workshop will examine results of praise and strategies for its alternatives, specific ways to encourage children. Come learn about becoming an encourager!

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Al Stewart

Making Large Group Time More Active 138
This session will focus on implementing the ingredients of active learning during large group time. Participants will take part in activities that address the Preschool Key Experiences during this time during the daily routine.

Making Whole Class Lessons More Active 142
This session will focus on the Active learning ingredients being implemented during "Whole Class Lesson Time." Participants will take active part in activities that address Key Experiences in several areas during this time in the daily schedule.

Eileen Storer

Preschoolers as Discoverers, Inventors, and Scientists 143
Some teachers think of science with preschool children as consisting, primarily of "science materials" like magnets and microscopes on a science table. In this session, we will discover the different ways that children experience science by exploring the High/Scope daily routine, learning environment, and the plan-do-review process.

Susan M. Terdan

Bobbi Likes Bikes, Billi Likes Books, Brook is Blind 144
Special Ed Teacher: "Just how am I supposed to do this High/Scope stuff with the children I serve, they all demand so much of me, and, each child has a different need? They pull me in a hundred different directions at once and I have one assistant. Jack and Sara need one on one at meals, Jeff is all over the place and hits, Dana has no attention span at all, you'll not hear a full sentence in my room, they all need help in the bathroom, and I just got a new one two days ago, a screamer. I'd say ***"help"*** but I don't hink High/Scope is the answer!" Check it out. . . .

"Because High/Scope Says". . .Is a Cop Out! 145
Why do we do what we do? It is imperative that trainers define and provide concrete rationales for every element of training that is given. Supporting our approach with child development information is crucial and a most effective way to help participants understand the "why" behind the "do." Do you understand these connections? Are you consistently making these connections? Are your participants understanding these connections? If you're not sure, come and join us!

Stuffed Mushrooms...What On Earth For? 146
Running out of time in a workshop or not getting to all that you planned seems to be a common phenomenon if you are not lecturing, and, High/Scope trainers are not lecturers! How do you actively introduce the topic, define a topic, develop or give the rationale for the topic, work with the topic, weave in child development, connect the current topic to past topics, and help make the topic come alive for each participant all in 1 ½ hours? ***"Less is more,"*** come find out in the next 1 ½ hours!

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"By Golly, I Think I've Got It!" 147

I have tried various approaches in helping trainers become more successful in writing and giving feedback. The feedback session is an opportunity for 1:1 training, taking staff to a deeper level of understanding in the topic you are covering and supporting implementation more effectively than anything else. This session is going to tie up some loose ends and get you on track in a ***focused*** and ***concrete*** way. Fine tuning will take place at your home site, but, by the end of this session you will say "By golly, I think I've got it!"

The Ol' Grey PIP, She Ain't What She Used To Be, Ain't What She Used To Be,... 148

She served us wll for many a year and we hold her very dear,
but over time, tried and true, certain items made us blue.
Some items were too lean, level three just wasn't keen,
some items were too much, we dissected them and such.
We've worked week after week, field testing we did seek,
It's now time to say "Hooray," come and meet the ***POA!!***

180 Ways To Say "Where'd Ya Go, What'd Ya Do?" 149

"Been doin' High/Scope for how many years and still plannin' and recallin' in the same old way? Well, pardna, it's time ta ***move on!*** Hitch up the ol' brain and ride into the wild blue yonder. It's about time ya give the little cowboys and cowgirls a real ride. Ya need to lasso the ol' varmits ya been usin' and sink your teeth into some high-falootin' plannin' and recallin' that'll bring a herd o' information out into the open. I`spect I'll be seein' ya at the old Plannin' Post and we'll be hitchin' up a mess o' new ideas."

Thalia Tierney and Lisa Britt

A Daily Routine I Can Hold: A Critical Strategy for Children With Different Learning Needs 150

All children benefit from a daily routine that is clear and predictable. For some children with specia! needs, however, having a daily routine that is visual, concrete, and interactive is an essential support for meeting learning and emotional needs. This session will explore the complexities of a seemingly simple strategy that may dually serve as a teaching and preventive tool for behavioral involvement.

Eli Trimis

Supporting Young Artists: Plastic Arts — Clay and Dough 154

This session will focus on working with clay and dough. Participants will work with these media themselves, view slides of three-, four-, and five-year-old children using these media, and plan ways to support art experiences in their classrooms.

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Annette Towner

Harmonicas, Rainsticks And A Sick Friend In My Hotel Room: Training And Travel Tips For Trainers 155

This workshop gives trainers the opportunity to meet with their peers to share experiences and strategies for facing the many challenges in the world of a High/Scope trainer. Also shared will be ways to relieve the symptoms of the "on the road too long" syndrome. Bring your memories of your most challenging situations and the creative solutions that got you through them.

Using The High/Scope COR To Help Parents Understand Kindergarten Readiness 156

"Will my child be ready for Kindergarten?" This question, spoken or not, is the one preschool teachers hear most often at parent/teacher conferences. In this workshop for experienced COR users, participants will review information on school readiness and develop strategies to use the COR Parent Report to help parents understand how the High/Scope Approach prepares their children for school. It is recommended that participants be familiar with the High/Scope Approach and have used the COR, including the Parent Report, prior to attending this workshop.

Judith T. Wagner and Diane Morales

Classroom Materials On A Very Tight Budget 157

Access to a variety of developmentally appropriate materials is a central ingredient for active learning. However, many preschool and perhaps most elementary schools lack sufficient resources for classroom materials. This workshop will include guiding principles for selecting multi-use, hands-on materials that can be acquired for a song (or maybe for a song and a couple of dollars). Emphasis will be on materials that can be used in a variety of ways to support the core curriculum in elementary grades.

Judith T. Wagner and Troy Kimura

Launching Active Learning Workshops Without Any Teacher Talk: The Self-Starting Technique 158

What teacher has not struggled to find a way to introduce a workshop without too much teacher talk? At The Broadoaks Children's School, we developed the "self-starting" workshop techniques six years ago and we've been refining the idea ever since. The approach is based on our observations of children trying to figure out the rules of a new board game. They read the directions, discuss them, argue about them. With self starters, figuring out what to do becomes part of the learning. Students become actively engaged even before the workshop begins — all with little or no whole-group verbal direction from the teacher. Participants who bring a new disk will receive a template for creating self starters on the computer.

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Lora Wasik and Kathy Black

Moving Around The Road Blocks: Transition Times 159

Transition times can be a challenge for both children and adults, come explore ideas for making them move more successfully.

Karen Weber

Key Experiences Tour 161

Set sail on a tour through the High/Scope key experiences! Explore the ten areas which make the High/Scope Educational Approach so exciting for kids and teachers alike. Find out why they are important and learn ways to integrate them into your program. Bring your questions and ideas to share. This in-depth look into the key experiences will have you seriating, moving, classifying, and creatively representing with the best!

David P. Weikart

New Children's Books From High/Scope 162

High/Scope has just published a series of children's books. Each of these books gives a dynamic account of children working through real events in their lives. This session will examine the books and explore their use in the preschool classroom and at home.

Phyllis S. Weikart — See Movement and Music Series below

Diane Williams

Applying Anecdotal Observation to Daily Plans With Infants and Toddlers 163

In this session we will discover how to apply anecdotal observations to daily planning with infants and toddlers.

Utilizing Elders As Volunteers 168

Currently in the nation there are an increasing number of intergenerational programs where young children and elders daily share a common site and many more that do not share a common site. Clearly this is a growing trend, seen as a means of re-establishing a relationship between generations. There are many reasons why re-establishing and strengthening connections between generations is important. In this session we will explore how creating programs that foster the establishment of on-going relationships between generations enriches life for everyone.

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Movement and Music Sessions 173

Phyllis S. Weikart and Elizabeth B. Carlton

Session 1 — *Movement and Music in the Classroom — How Do I Make it Work?* 175

Children move all the time in the classroom, and often make sounds and sing spontaneously. Adults can support children more effectively by using a consistent process that adds movement and music to active learning. Helping children develop purposeful movement and music abilities enhances their overall learning. Come and participate in delightful activities that help children ages 3-7.

Phyllis S. Weikart and Elizabeth B. Carlton

Session 2 — *Movement Activities For Large-Group Time* 180

Children's movement responses can bring concrete understanding to tasks and words that otherwise are abstract to them. Large group time provides the ideal opportunity to engage children in making decisions about movement games, early childhood fitness games, action songs, and many creative activities that require their initiative. Come move and learn to extend children's motor skill through the movement key experiences.

Elizabeth B. Carlton and Phyllis S. Weikart

Session 3 — *Music Activities For Large-Group Time* 184

Singing and moving together during large group time brings learning, remembering, creating, and knowing. Music, in all its many forms has concepts adults can easily use to support the child's musical foundation. Come and learn to extend children's musical abilities through the music key experiences.

Karen Weber

Session 4 — *Creativity Through Movement: Supporting Children's Ideas* 192

Through creative purposeful, whole-body movement, abstract ideas become more concrete, and children are able to describe and remember what they have created. "Expressing creativity in movement" and "Creative representation" are co-key experience areas that expand children's ideas to higher, broader dimensions. Explores strategies that enable adults to support children's ideas, and bring understanding to important concepts.

Elizabeth B. Carlton and Phyllis S. Weikart

Session 5 — *Singing in the Classroom: How Many Ways* 193

Young children learn to sing just as they learn to speak and move — through imitation, exploration, repetition, and initiation. Adults can provide these opportunities for children even though they haven't had formal music training. In this session experience the many ways to support singing in the classroom.

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Phyllis S. Weikart and Elizabeth B. Carlton

Session 6 — *Steady Beat: What Is It and Why do Children Need It?* 197

What is the difference between steady beat and rhythm? Why should adults include steady beat activities for the children and avoid moving to words and syllables of words? What advantages do "timed" children have that can be observed? High/Scope research now provides evidence that young children who have steady beat abilities can attend better. They perform better in academics, music and sports. They are better able to exhibit internal control. Come and participate in movement-based active learning experiences that focus on steady beat.

Phyllis S. Weikart and Elizabeth B. Carlton

Session 7 — *A Personal Development Lab for You: Steady Beat and Singing* 200

Steady beat and singing are fundamental abilities that adults should possess when working with young children or when training adults. With the addition of the movement and music key experiences into the High/Scope curriculum, you will find this steady beat and singing lab most helpful in strengthening your personal skills. This lab is designed for all levels of ability.

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High/Scope Infant and Toddler Key Experiences

Social Relations
- Bonding: building significant relationships with primary caregivers
- Building relationships with peers and other adults
- Expressing emotions toward others
- Responding to the needs of others

Sense of Self
- Distinguishing "me" from other people and things (for example, recognizing one's own image in a mirror)
- Asserting oneself: making and expressing choices, preferences, and decisions
- Solving problems encountered in exploration and play

Communication and Language
- Listening and responding to sounds, voices, words, sensations, and facial expressions
- Communicating with motions, gestures, facial expressions, sounds, and words
- Participating in the give-and-take of nonverbal and verbal communication
- Using language to fulfill needs
- Enjoying speaking and being spoken to
- Listening to stories, rhymes, and songs, and exploring books and magazines

Movement
- Moving parts of one's body (reaching, grasping, pointing)
- Moving one's whole body (rolling, crawling, cruising, walking, running, balancing)
- Moving with objects
- Moving to music

Exploring Objects
- Exploring objects with one's mouth, hands, feet, eyes, and ears
- Searching for hidden objects and people: discovering object permanence
- Exploring and noticing how things are the same or different
- Exploring and noticing how things can be grouped together

Creative Representation
- Exploring building and art materials
- Imitating the actions of others
- Associating actions with objects
- Using one object to stand for another
- Responding to and identifying pictures

Early Number
- Experiencing "more" and "less"
- Arranging objects in one-to-one correspondence
- Using number words

Space
- Noticing the location of objects in the environment
- Exploring and noticing the relationships of objects to other objects
- Observing objects and people from different perspectives
- Filling and emptying
- Taking things apart and fitting them together

Time
- Anticipating familiar events
- Noticing the beginnings and endings of time intervals
- Experiencing "fast" and "slow"

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High/Scope Preschool Key Experiences

Creative Representation
- Recognizing objects by sight, sound, touch, taste, and smell
- Imitating actions and sounds
- Relating models, pictures, and photographs to real places and things
- Pretending and role playing
- Making models out of clay, blocks, and other materials
- Drawing and painting

Language and Literacy
- Talking with others about personally meaningful experiences
- Describing objects, events, and relations
- Having fun with language: listening to stories and poems, making up stories and rhymes
- Writing in various ways: drawing, scribbling, letterlike forms, invented spelling, conventional forms
- Reading in various ways: reading storybooks, signs and symbols, one's own writing
- Dictating stories

Initiative and Social Relations
- Making and expressing choices, plans, and decisions
- Solving problems encountered in play
- Taking care of one's own needs
- Expressing feelings in words
- Participating in group routines
- Being sensitive to the feelings, interests, and needs of others
- Building relationships with children and adults
- Creating and experiencing collaborative play
- Dealing with social conflict

Movement
- Moving in nonlocomotor ways (anchored movement: bending, twisting, rocking, swinging one's arms)
- Moving in locomotor ways (nonanchored movement: running, jumping, hopping, skipping, marching, climbing)
- Moving with objects
- Expressing creativity in movement
- Describing movement
- Acting upon movement directions
- Feeling and expressing steady beat
- Moving in sequences to a common beat

Music
- Moving to music
- Exploring and identifying sounds
- Exploring the singing voice
- Developing melody
- Singing songs
- Playing simple musical instruments

Classification
- Exploring and describing similarities, differences, and the attributes of things
- Distinguishing and describing shapes
- Sorting and matching
- Using and describing something in several ways
- Holding more than one attribute in mind at a time
- Distinguishing between "some" and "all"
- Describing characteristics something does not possess or what class it does not belong to

Seriation
- Comparing attributes (longer/shorter, bigger/smaller)
- Arranging several things one after another in a series or pattern and describing the relationships (big/bigger/biggest, red/blue/red/blue)
- Fitting one ordered set of objects to another through trial and error (small cup—small saucer/medium cup—medium saucer/big cup—big saucer)

Number
- Comparing the number of things in two sets to determine "more," "fewer," "same number"
- Arranging two sets of objects in one-to-one correspondence
- Counting objects

Space
- Filling and emptying
- Fitting things together and taking them apart
- Changing the shape and arrangement of objects (wrapping, twisting, stretching, stacking, enclosing)
- Observing people, places, and things from different spatial viewpoints
- Experiencing and describing positions, directions, and distances in the play space, building, and neighborhood
- Interpreting spatial relations in drawings, pictures, and photographs

Time
- Starting and stopping an action on signal
- Experiencing and describing rates of movement
- Experiencing and comparing time intervals
- Anticipating, remembering, and describing sequences of events

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High/Scope Elementary Key Experiences

Key Experiences for Elementary Language & Literacy

Speaking & Listening

- Speaking their own language or dialect
- Asking and answering questions
- Stating facts and observations in their own words
- Using language to solve problems
- Participating in singing, storytelling, poetic and dramatic activities
- Making and using recordings
- Recalling thoughts and observations in a purposeful context
- Acquiring, strengthening, and extending speaking and listening skills:
  - Discussing to clarify observations or to better follow directions
  - Discussing to expand speaking and listening vocabulary
  - Discussing to strengthen critical thinking and problem-solving abilities

Writing

- Observing the connections between spoken and written language
- Writing in unconventional forms:
  - Scribbles
  - Drawings
  - Letters—random or patterned, possibly including elements of names copied from the environment
  - Invented spellings—of initial sounds, syllabic sounds, concluding sounds, and intermediate sounds
- Writing in conventional forms
- Expressing thoughts in writing
- Sharing writing in a purposeful context
- Using writing equipment (e.g., computers, typewriters)
- Writing in specific content areas
- Acquiring, strengthening, and extending writing skills:
  - Letter formation
  - Sentence and paragraph formation
  - Capitalization, punctuation, and grammatical sage
  - Spelling
  - Editing and proofreading for mechanics, content, and style
- Expanding the forms of composition:
  - Expressive mode
  - Transactional mode—expository, argumentative, descriptive
  - Poetic mode—narrative poetry
- Publishing selected compositions

Reading

- Experiencing varied genres of children's literature
- Reading own compositions
- Reading and listening to others read in a purposeful context
- Using audio and/or video recordings in reading experiences
- Reading in specific content areas
- Acquiring, strengthening, and extending specific reading skills:
  - Auditory discrimination
  - Letter recognition
  - Decoding—*phonetic analysis* (letter/sound associations, factors affecting sounds, syllabication); *structural analysis* (forms, prefixes, suffixes)
  - Vocabulary development
- Expanding comprehension and fluency skills:
  - Activating prior knowledge
  - Determining purpose, considering context, making predictions
  - Developing strategies for interpreting narrative and expository text
  - Reading varied genres of children's literature

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Key Experiences for Elementary Mathematics

Collections of Objects

- Assembling collections; forming a collection into a "train" (adjacent objects related); building with collections of objects
- Sorting objects into many small (possibly overlapping) groups (white buttons, big buttons, metal buttons), based on common attributes
- Comparing collections 1-to-1; determining "more," "less," "the same as"
- Sorting a collection, then re-sorting with new criteria
- Ordering members of a set (by smoothness, by shades of color); using "before," "between," "after"
- Identifying an "empty" sorting category
- Partitioning a set in various ways; observing the patterns of its subsets (visually and numerically)
- Sorting a collection into 2 categories, based on negation (red, not red); sorting into 2 or more mutually exclusive categories
- Grouping and counting objects by 2s, 5s, 10s
- Sorting or ordering objects according to 2 characteristics at the same time (big red, small red, big yellow, small yellow)
- Creating rectangular arrays of objects (24 objects put in 3 rows of 8)
- Creating and identifying sets that can be constructed by combining a number of equal subsets
- Distributing a set into a given number of equal subsets (equitably sharing 12 cookies among 3 children); distributing a set into subsets of a given size (forming pairs of socks from 10 identical socks)
- Identifying sets and their subsets in collections of objects (sorting 2-hole and 4-hole within the set of white buttons, within the set of red buttons, etc.)
- Determining what part a subset is of the whole set

Number and Numerical Operations

- Recognizing or counting small sets (up to 5)
- Using the words "one, two, three, ..." in consistent order when attempting to count beyond small sets
- Using one word for each item counted, when counting beyond small sets
- Using counting to determine cardinality of a set
- Using counting to verify equivalence or nonequivalence of sets
- Creating and extending simple numerical patterns (using 1 more than, 1 less than); identifying simple numerical patterns
- Comparing two numbers (5 is greater than 3); ordering three or more numbers (putting 9, 5, and 7 in order)
- Using 0 for the empty set
- Recognizing addend patterns for a given number; performing combination and separation to see patterns of addition/subtraction relationships (if 2 + 5 = 7, then 7 - 5 = 2)
- Using moves on the number line to correspond to skip counting, to patterns of related addition and subtraction (adding 5 to 3 to get 8, subtracting 5 from 8 to return to 3)
- Grouping and regrouping objects to correspond to the values of digits in multi-digit numbers; making exchanges between equivalent sets of coins
- Grouping and regrouping objects to correspond to addition and subtraction of multi-digit numbers
- Identifying patterns in arrays of numbers (100s chart, addition table, calendar)
- Connecting arrangement of a rectangular array of objects with multiplication (3 rows of 4 with 3 x 4)
- Grouping, regrouping objects to correspond to multiplication involving multi-digit numbers (3 x 24)
- Connecting arrangement of a rectangular array of objects with division, with or without remainders (21 yields how many rows of 3?)
- Seeing patterns of multiplication/division relationships (if 3 x 5 = 15, then 15 ÷ 5 = 3)
- Using a pair of numbers to represent a part-whole relationship (a fraction of a geometric shape or of an array)

Geometry and Space

- Constructing with 2-d, 3-d shapes; recognizing like shapes; naming simple shapes (circle, square, triangle, cube, cone)

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- Identifying attributes of 2-d and 3-d objects (corners, faces, curves, edges); sorting by shape, size
- Determining shape equivalence by fitting objects together
- Identifying simple shapes within complex shapes (the circle in a cylinder, the rectangle in a table top)
- Identifying positions and spatial relations (next to, above, below, inside, outside)
- Creating and extending simple linear patterns
- Ordering three or more objects by size (sequencing rods, squares, cubes); inserting additional objects into an ordered series
- Building complex shapes by putting simple shapes together
- Creating straight lines by folding, stretching string, sighting; creating 2-d figures involving straight lines; creating and identifying symmetry with respect to a line
- Creating 2-d patterns; using 2-d coordinates to locate objects
- Creating a circle using a string and center point; exploring shapes and symmetries created by folding a circle
- Creating 3-d shapes involving straight lines and curved lines by folding, cutting, modeling; using a plumb bob to determine vertical lines
- Wrapping string to determine perimeter, circumference; covering a surface with squares to determine area; filling a space with cubes to determine volume or capacity
- Creating right angles by folding; identifying right angles by comparison; comparing the size of two angles (bigger, smaller)

Measurement of Continuous Quantity

- Pouring, filling, and emptying with fluid, grains, and sand; using quantitative words (big, long, heavy, slow)
- Comparing lengths by side-by-side matching (of strides, heights, rods, strips)
- Comparing the appearance of a given quantity when poured into containers that are variously shaped (with like or unlike capacity)
- Filling containers by repeated pouring from a single smaller container; comparing capacities of two unlike containers by pouring from one to the other
- Comparing weights by balance ("more," "less," "the same")
- Comparing two lengths or two capacities by comparison with an intermediate object or container (matching each length with a piece of string)
- Comparing weights of objects by the extent they stretch a spring or elastic; ordering objects by weight
- Assigning a numerical value to the measure of a physical property (length, weight, capacity) by using multiple "unit" objects (counting "how many paper clips long" an object is)
- Marking off a strip, a container, an elastic band, in nonstandard units of length, capacity, weight (respectively); marking off such measuring instruments in standard units (inches, cupfuls, pounds)
- Measuring to the nearest unit (standard, nonstandard); using standard measuring tools
- Combining, separating objects (or quantities) and determining the results by measurement
- Recording and comparing temperatures using a linear-scale (bulb-type) thermometer
- Measuring to a fraction of a unit ½, 1/4, 1/10)
- Measuring linear dimensions and using them to compute perimeter, area, volume

Movement, Time, and Speed

- Moving along pathways involving straight and curved lines; identifying fast, slow
- Forming and moving in circles with others; moving in rotational, periodic ways (see-saw, merry-go-round, swings)
- Identifying faster, slower, before, after
- Moving to a steady beat; following and creating simple clap patterns; counting swings of a pendulum
- Identifying the order of days of the week, months of the year; ordering events
- Timing by counting swings of a pendulum; timing by use of a sand timer
- Reading a sand timer by using it with a strip graduated in units of length

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- Using a circular clock face to determine time to the nearest ½ hr, 5 min
- Measuring distances by counting turns of a wheel (trundle wheel, bike wheel); using rotational scales (thermometer, kitchen timer, weight-scale, speedometer)
- Telling time in hours and minutes (3:25)

Language, Symbols, and Graphing

- Using words, pictures, and models to represent experiences with collecting, sorting, counting, constructing, pouring, and moving
- Drawing and tracing shapes
- Recognizing and writing numerals and counting words
- Making pictures and diagrams showing 1-to-1 correspondence (pairing, connecting, tallying)
- Making object graphs
- Making picture graphs
- Using comparative terms applied to number, attributes, positions, quantity, speed
- Creating number lines; locating 0 on the number line
- Using "first, second, third, ...," to describe position
- Creating time lines
- Talking about, picturing, and writing about addition and subtraction events; writing number sentences using +, -, and =
- Making block graphs
- Estimating a numerical measure prior to actual measurement
- Drawing diagrams showing successive moves along a number line (models of skip counting, addition, subtraction)
- Writing multi-digit numbers; renaming multi-digit numbers (writing "5 tens, 3 ones" as "4 tens, 13 ones") and vice versa
- Inventing and using algorithms to record computation; using standard algorithms
- Making simple maps and scale drawings on graph paper
- Making simple bar graphs (with unit scales)
- Making simple line graphs (with unit scales)
- Talking about, picturing, and writing about multiplication and division events; writing number sentences using x, ÷, and =.
- Estimating the results of arithmetic operations
- Recognizing and writing fractions
- Translating word problems into number sentences

Key Experiences for Elementary Science

Observing

Level 1*—Preoperations: Intuitive Thinking*

- Using all the senses to investigate, explore, and observe the world
- Collecting materials of many kinds
- Observing color, shape, form, and pattern
- Initiating an observation to solve a problem or answer a question ("Let's watch and see if that ant makes it across the sidewalk without dropping that big crumb it's carrying.")

Level 2*—Early Concrete Operations*

- Looking at familiar things in a new way: observing closely, systematically, and objectively
- Taking something apart to observe it more closely (unraveling a piece of yarn to see how the fibers are twisted)
- Observing changes over time
- Observing the quantity of a material or the frequency of an event
- Using instruments (magnifiers, binoculars, slow-motion camera, tape recorder) to assist observations

Level 3*—Late Concrete Operations*

- Using audiovisual media for planned and systematic observations (photographing the same tree once a week for a year)
- Observing objects from different perspectives
- Observing the subsystems of an environment or structure to see how they interact ("We've noticed that the fish die if we don't add enough food, but too much makes the fish tank dirty.")

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Classifying and Ordering Materials

Level 1—*Preoperations: Intuitive Thinking*

- Observing the attributes of objects
- Observing similarities and differences ("Both butterflies are spotted,") including differences on a single dimension (bluer, sweeter)
- Classifying materials into small groups based on common attributes

Level 2—*Early Concrete Operations*

- Observing multiple similarities and differences ("All the birds in this cage have feathers, wings, and pointed beaks but are many different colors.")
- Ordering objects according to variation along a single dimension (less rough, smooth, smoother)
- Observing similarities and differences in structural patterns and grouping objects accordingly ("This group of shells are shaped like fans.")
- Classifying materials into two groups based on the presence or absence of one attribute (dissolves in water/doesn't dissolve in water)

Level 3—*Late Concrete Operations*

- Observing symmetry and asymmetry in natural and manufactured objects
- Using an identification guide to look up organisms or nonliving materials (using books to identify trees or rocks)
- Classifying or ordering using two-dimensional matrices (ordering screws by length and diameter)
- Classifying hierarchically: grouping into categories and subcategories (birds, birds of prey, birds of prey that live in Michigan)

Measuring, Testing, and Analyzing

Level 1—*Preoperations: Intuitive Thinking*

- Comparing the properties of materials ("This paper folds more easily.")
- Measuring by producing a length to match another length (cutting a string as long as one's foot)
- Counting events over time ("How many leaves will fall off this tree tonight?")

Level 2—*Early Concrete Operations*

- Measuring properties and changes using standard or nonstandard whole units (weighing using the whole units on a scale; measuring elapsed time in sand timer cycles)
- Testing: assessing properties by comparing effects of standardized procedures (testing the strength of several fibers by tying them to a standard weight and observing which ones break)
- Analyzing: separating and measuring the parts of a mixture or material to describe its composition (separating and measuring the wheat flakes and raisins in a box of cereal)
- Using standard measuring tools (ruler, thermometer, calipers, scales, timers)
- Increasing or decreasing a causal factor and comparing the effects produced (comparing the effect on the color of water of adding a larger quantity of food coloring)

Level 3—*Late Concrete Operations*

- Measuring using both whole units and fractions of a unit
- Estimating measurements ("It looks like it's about 2 feet tall.")
- Using a scale model to study the features of a larger or smaller object (model of a bicycle gear made from spools and rubber bands)
- Measuring the increase or decrease in a causal factor in order to relate it to the change in an effect("Let's see how much farther the car goes if we raise the height of the track 3 in.")

Observing, Predicting, and Controlling Change

Level 1—*Preoperations: Intuitive Thinking*

- Observing and identifying a change ("The flower has closed up.")
- Manipulating physical objects to produce an effect or change (blowing out a candle)
- Repeating an activity that produces a change to gain awareness of possible causes (repeatedly pushing an empty bottle under water and watching as bubbles are released)
- Identifying a cause for a change ("The leaves are flying through the air. The wind must be blowing.")

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***Level 2**—Early Concrete Operations*

- Observing and describing a pattern of change in events and movements (life cycles, cycles of motion, weather changes)
- Predicting a change in a situation from observation of change in other similar situations ("The sky is gray and the wind is blowing. I think it's going to rain.")
- Identifying more than one possible cause for a change ("The lawn mower won't start. Maybe it's out of gas or needs a tune-up. We have the most trouble on chilly days.")
- Testing an explanation for a change by acting to reverse it ("The plant is wilting; let's try watering it and see if that helps.")

***Level 3**—Late Concrete Operations*

- Recognizing that a sequence of change (winding up a toy car to make it go) involves a sequence of causes and effects (Winding the key on the car activates motion in a series of gears, eventually resulting in the motion of the car.)
- Relating the magnitude of an effect to the magnitude of a cause ("A strong wind will cause many more leaves to fall off the tree than a gentle wind.")
- Beginning to recognize that explaining a change may require keeping some variables (possible causes) constant ("I think this toy car goes faster than the other one because it's built differently, but it might be because I oiled it before the race. Let's oil the other car, too, and then try racing them again.")

Designing, Building, Fabricating, and Modifying Structures or Materials

***Level 1**—Preoperations: Intuitive Thinking*

- Designing and building simple structures (making a garage for toy cars out of blocks and boards)
- Changing a structure to solve a problem in its design("Maybe the tower won't fall over if I use the flat blocks instead.")
- Comparing the performance of similar structures or materials ("The ramp works better this way.")
- Using plans supplied by others to make simple structures or materials (a paper tepee flour paste)

***Level 2**—Early Concrete Operations*

- Designing and building more complex structures (realistic objects constructed with conventional building materials, tools, and fasteners)
- Building simple containers or environments for living things (an insect box; a window box garden)
- Improving a structure or material through trial-and-error modifications (varying the height and length of a ramp to increase the speed of a toy car; adding sugar or water to icing to change the consistency)
- Using plans supplied by others to make more complex and functional structures or materials (making dog biscuits, making pinwheels)

***Level 3**—Late Concrete Operations*

- Building structures with moving parts (latches, hinges, wheels, and axles)
- Building with simple electrical circuits
- Analyzing and solving problems in a structure by taking it apart, modifying parts, and rebuilding it (troubleshooting a problem in a wind-up car by separately examining the wheels and axles, the spring mechanism, and the gears)
- Identifying more than one factor affecting the operation or effectiveness of a structure or material (recognizing that the problem of fastening two materials together may be affected by the type of fastener—e.g., tape, screws, nails—the size of the fastener, the smoothness of the surfaces being joined, and the weight of the pieces to be joined)

Reporting and Interpreting Data and Results

***Level 1**—Preoperations: Intuitive Thinking*

- Discussing observations
- Beginning to use scientific terms and comparative vocabulary in reporting observations
- Reporting sequences of events
- Reporting and representing observations using drawings, tape recordings, photos, or real objects mounted on charts

***Level 2**—Early Concrete Operations*

- Recording and displaying numerical data

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- Using models, drawings, and diagrams to illustrate oral or written reports
- Arranging collections and displays to present findings
- Using books, pictures, charts, and computers to gain further information

Level 3—Late Concrete Operations

- Defining technical terms in science reporting
- Using bar graphs, line graphs, and tables to present data
- Making models of objects and systems to show how they work (making a model of a stream bed, using sand and buckets of water)

Elementary Key Experiences in Music and Movement

Exploring Music

Moving to music

- Responding to different types of music
- Using nonlocomotor and locomotor movements with music
- Using coordination skills in performing action songs
- Illustrating expressive and dynamic qualities of a musical selection
- Moving to phrases of a musical selection

Exploring and identifying sounds

- Making sounds with voices and instruments (musical and otherwise)
- Working with percussion and melodic instrument sounds
- Exploring sounds to fit with specific songs
- Exploring lower/higher and same/different sounds

Exploring instruments

- Trying out ways to play instruments
- Discovering ways to play percussion, harmonic, and melodic instruments
- Discovering pitch range and labeling the sound quality of instruments
- Playing melodic phrases and known songs

Exploring the singing voice

- Making pitched sounds
- Exploring the singing and speaking voice
- Exploring the broad range of the singing voice
- Initiating singing alone and singing in tune with others

Listening to and describing music

- Recognizing music versus sound
- Talking about voices and instruments heard or the feelings expressed in the music
- Identifying previously heard or sung musical selections
- Discussing the type or style of the music

Using the Elements of Music

Feeling and expressing steady beat

- Moving to one's own steady beat
- Matching someone else's steady beat
- Matching the steady beat of recorded music, songs, rhymes
- Performing single nonlocomotor movements to the steady beat
- Performing single locomotor movements to the steady beat
- Playing instruments in steady beat
- Combining nonlocomotor and locomotor movement to the steady beat

Identifying tone color

- Distinguishing different persons' singing and speaking voices
- Hearing the differences in voices and percussion instruments
- Distinguishing the different instrument sounds
- Matching an instrument's sound with its picture
- Identifying voices and instruments heard in a recording
- Identifying special characteristics of tone color within the music

Developing melody

- Identifying higher and lower pitches
- Identifying the direction of the melody (upward/downward)
- Matching intervals and repeated pitches

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- Imitating three- and four-note melody patterns
- Distinguishing *same* and *different* in short melody patterns
- Responding to the shape of the melody
- Identifying and singing phrases in the melody
- Recognizing patterns and sequences in melodies
- Singing and shaping phrases and songs

Labeling form

- Identifying the beginning and end of a song or rhyme
- Identifying the verse and chorus of a song
- Identifying same and different phrases
- Identifying and responding to the different sections of recorded music
- Labeling and using AB, ABA, and ABC forms
- Labeling and using rondo form and simple theme and variations form

Recognizing the expressive qualities of tempo and dynamics

- Identifying *slow* and *fast* through movement and vocabulary
- Identifying *loud* and *soft* through movement and vocabulary
- Identifying *slow*, *medium*, and *fast* through movement and vocabulary
- Identifying *loud*, *medium*, and *soft* through movement and vocabulary
- Identifying *getting faster* and *getting slower*
- Identifying *getting louder* and *getting softer*
- Selecting suitable dynamics and tempo for a song or instrumental piece

Feeling and identifying meter

- Identifying and moving with macrobeats and microbeats
- Identifying same and different meter
- Identifying and moving to duple meter
- Identifying and moving to triple meter
- Differentiating between duple and triple meter

Expressing rhythm

- Listening for longer and shorter sounds
- Moving to sounds of longer and shorter duration
- Moving to rhythm patterns
- Distinguishing same and different rhythm patterns
- Recognizing and playing even and uneven rhythm patterns
- Reading, writing, and performing rhythm patterns
- Recognizing and using note and rest values (quarter, two-eighth, half, dotted half, and whole)

Adding harmony

- Recognizing the difference between unison singing and singing accompanied by instrument(s)
- Using chords to create harmony
- Singing call-response and echo songs
- Adding melodic chants
- Singing rounds
- Finding and using ways to add harmony to a song or instrumental selection

Creating and Performing Music

Responding to various types of music

- Showing through movement the differences heard in music
- Responding to *same/different* in songs children sing
- Responding to *same/different* in instrumental music
- Responding to different moods of a musical selection
- Responding to a repertoire of different types of music

Playing instruments alone and in groups

- Playing an instrument alone or in a group using steady beat
- Playing an instrument in steady beat while others sing
- Playing an instrument in steady beat while singing alone
- Playing an instrument in a rhythm pattern
- Playing instruments together using rhythm patterns
- Creating and planning instrument parts for a song or ensemble

Singing alone and in groups

- Singing simple songs alone and with others

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- Singing a short solo phrase during a call-response song or a single verse when the class sings chorus
- Singing songs of increasing length and difficulty with others
- Singing a solo with musical competence and confidence

Sharing music by performing

- Creating and singing a new verse to a known song
- Creating and sharing an instrumental piece on percussion or melodic instruments
- Playing a musical instrument while the group sings
- Sharing songs created by students
- Sharing an instrumental ensemble created by students

Moving creatively and choreographing movement sequences and dances

- Moving creatively alone or with a group
- Creating movements and variations for a specific musical selection
- Creating and using different movements for AB music
- Creating patterns and moving creatively
- Planning and using different movement and dance sequences for a specific song or recording

Creating and improvising songs and instrumental music

- Choosing instruments to play and accompany
- Creating simple melodies vocally
- Creating simple melodies on instruments
- Improvising a variation on a melody, vocally and/or instrumentally
- Creating an instrumental piece with two or more sections (AB)
- Creating an original song with words

Reading music

- Reading one's own symbol system (icons) for rhythm or pitch
- Reading melody or rhythm maps created by oneself or others
- Reading short rhythmic and melodic phrases (conventional notation) and short songs
- Reading conventional notation for simple songs

Writing music

- Showing a way to represent long/short sounds, high/low pitches, or repeated sounds (rhythm and/or melody maps)
- Showing a way to represent part of a melody
- Writing music using one's own symbol system (icons)
- Using conventional notation to represent a phrase or short song and *getting softer*
- Selecting suitable dynamics and tempo for a song or instrumental piece

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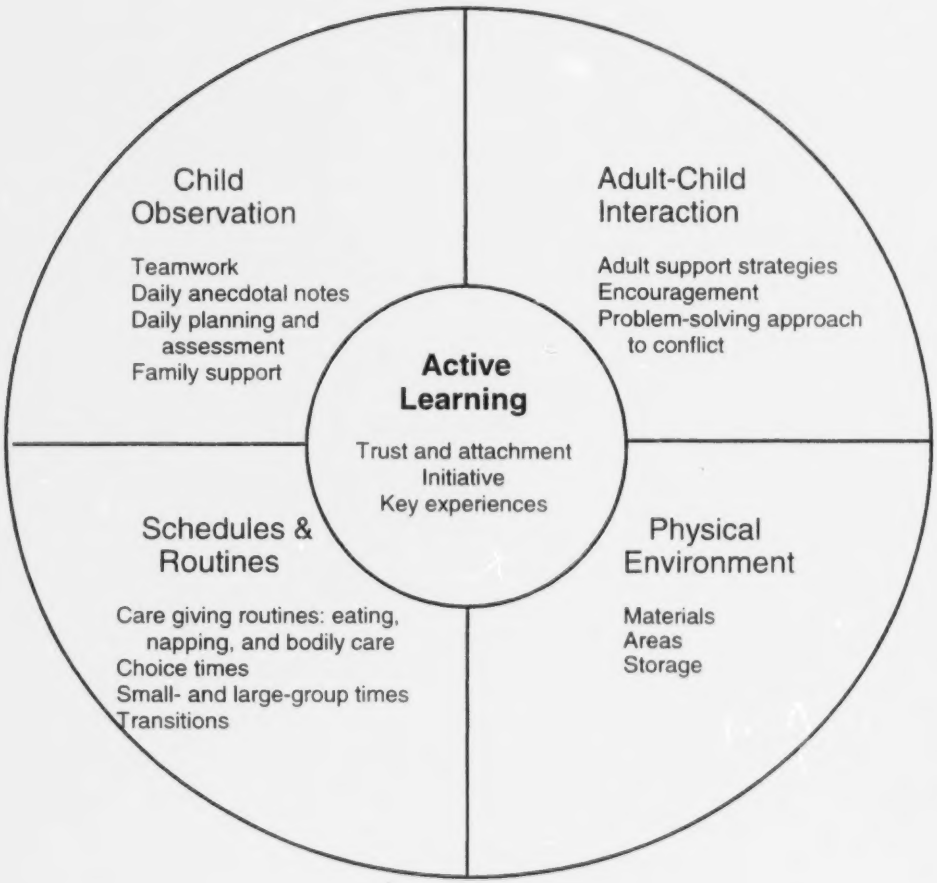
The High/Scope Infant and Toddler "Wheel of Learning"



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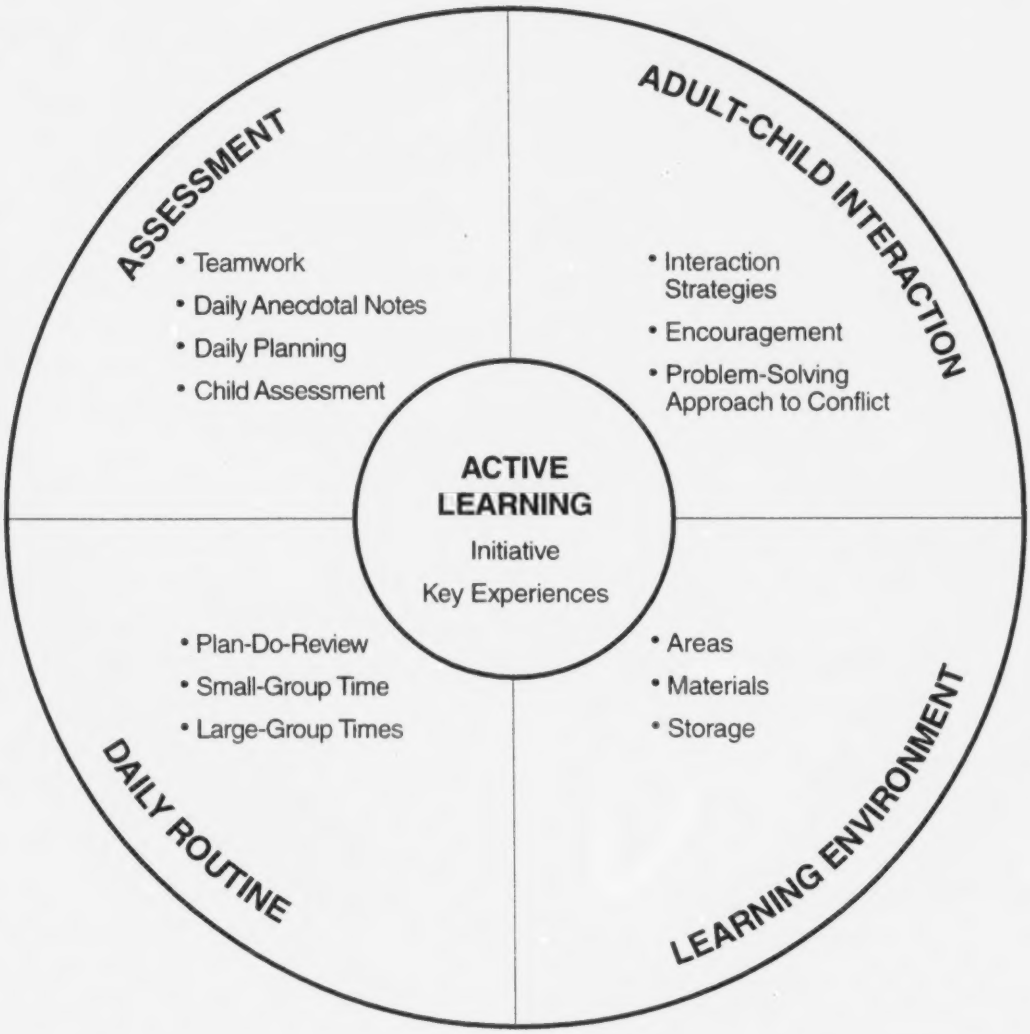
The High/Scope Preschool "Wheel of Learning"



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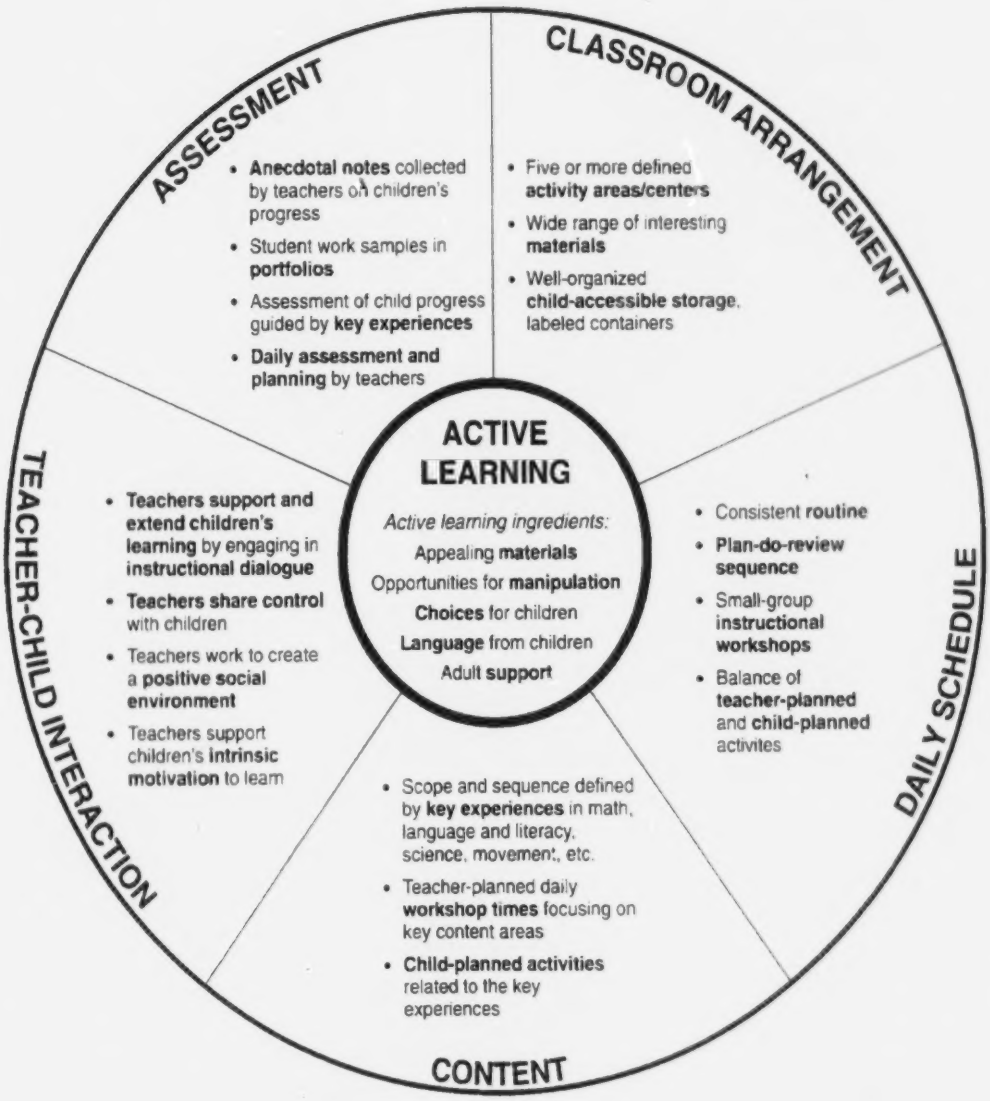
The High/Scope Elementary "Wheel of Learning"


ASSESSMENT
• Anecdotal notes collected by teachers on children's progress
• Student work samples in portfolios
• Assessment of child progress guided by key experiences
• Daily assessment and planning by teachers
CLASSROOM ARRANGEMENT
• Five or more defined activity areas/centers
• Wide range of interesting materials
• Well-organized child-accessible storage, labeled containers
ACTIVE LEARNING
Active learning ingredients:
Appealing materials
Opportunities for manipulation
Choices for children
Language from children
Adult support
TEACHER-CHILD INTERACTION
• Teachers support and extend children's learning by engaging in instructional dialogue
• Teachers share control with children
• Teachers work to create a positive social environment
• Teachers support children's intrinsic motivation to learn
DAILY SCHEDULE
• Consistent routine
• Plan-do-review sequence
• Small-group instructional workshops
• Balance of teacher-planned and child-planned activites
CONTENT
• Scope and sequence defined by key experiences in math, language and literacy, science, movement, etc.
• Teacher-planned daily workshop times focusing on key content areas
• Child-planned activities related to the key experiences

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NARRATIVE/NOTES FORM

Child Observed: _____ Observer: _____

Adult(s): _____ Segment of Daily Routine: _____

Focus: _____

Date: _____ Time of Observation: Beginning _____ End _____

Narrative	Notes

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NARRATIVE/NOTES FORM (continued)

Child Observed: _____ Page: _____

Narrative	Notes

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Large Group Time: How to Keep Moving with Music and Materials (Or How to Avoid Saying "Keep Your Hands to Yourself!")

Julie Austin
Field Consultant, High/Scope Foundation
Children's Musician, Wolftrap Master Artist, Ann Arbor, Michigan

At large group time, children need a variety of activities that include using their bodies, voices and actual materials to enjoy themselves and their classmates as well as express themselves individually. We will explore different songs, chants and stories that use various props and movements to encourage children to stay actively engaged, while having opportunities for plenty of child choice.

Props — Enough for each child. All materials will be used with activities where all the children can manipulate the props individually. Songs and activities will contain the elements of Active Learning — Materials, Manipulation, Choice, Language (from the child), Support (from the teacher).

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The Adult's Role in the Outdoor Learning Environment

Ursula Ansbach
Field Consultant, High/Scope Foundation, Fairview, Pennsylvania

In this session we will explore how the adult facilitates and expands key experiences in outdoor play.

What Are Children Learning When They Are Outside?

(1) If possible, go to a playground and observe preschoolers playing. Focus on one child. What key experiences are occurring during that child's play?

(2) Your team has been assigned one section of a playground. Make a list of what children might do in this section of the playground.

(3) Based on your list, what key experiences will happen during children's outdoor play?

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A Family–Focused Public School High/Scope Program

Sandy Ayers
Assistant Professor, Columbia College, Columbia, South Carolina

Research has documented the positive impact on children and parents involved in family-focused preschool programs. Limited research has involved family-focused preschool programs that are included in the public school system. This session will share pertinent information about a public school family-focused High/Scope program and results of a study involving a public school family-focused High/Scope program.

Parent education or parent involvement is considered critical to the education of young children. Throughout history, the family's contribution to their child's education has been recognized. Professionals have acknowledged for many years the influence of parents on children and have in many instances successfully involved parents in their children's educational experience.

The last two decades have brought about a resurgence of interest in the family's involvement in the education of young children. The National Association of State Boards of Education issued a report entitled *Right From the Start* in 1988. This publication focuses on school reform in the early childhood years. The report calls for elementary schools to establish early childhood units that "launch new plans for parental outreach and family support in which parents are valued as primary influences in their children's lives and are essential partners in their education" (p.8).

As a result of this effort, new programs are beginning to emerge. Parents are not instructed in basic information concerning their child. Rather, the new programs focus on family-community relations while teaching parents how to stimulate their child's cognitive growth. Programs are planned based on the interests of the families involved. These program are encouraging parents to become informed decision makers in the use of child development information, as well as fostering supportive relationships among program participants.

South Carolina public school administrators and teachers are involved in restructuring schools. It was a result of the national and state focus to provide quality early childhood programs for children and families that some school districts in South Carolina began to investigate changes for their programs serving young children. The Director of Early Childhood Programs in Greenville, South Carolina, led her district to restructure the High/Scope program serving "at-risk" four-year-olds in the district to include a stronger family-focused component. She noted that initially there was an

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examination of the research presenting characteristics of effective family-focused programs, especially the Perry Preschool (Schweinhart & Weikart, 1980) research. The need for support from the district elementary principals was crucial, and principals were involved early in the planning of the program.

The Greenville public school High/Scope programs serve four-year-old children considered "at-risk for school failure." Children are screened and those indicating the greatest need are selected for the program. Each school's program serves forty children, twenty attending a two and one-half hour program in the morning and twenty attending a two and one-half hour program in the afternoon. Each program has a lead teacher and a teaching assistant. The children attend school Monday through Thursday, with Friday reserved for family-focused activities, home visits and parent meetings. Teachers are encouraged to have parent meetings in the evenings as well as during school hours. Family activities occur during school hours, evenings, and on week-ends. In regards to the family-focused component of the High/Scope Program, staff of the Greenville public school High/Scope programs act as facilitators of jointly determined goals. Child development information is provided to parents but with the focus on empowering parents so that they can make informed decisions about child rearing approaches.

An overview of this program and significant changes that have occurred as a result of the program will be featured in the presentation and will include the following:

- The key components and implementation of the key components of a public school family-focused High/Scope program:

    1. Home visits
        - Three visits per family each school year
        - Materials provided for families and children to remain in the home following each visit
        - Information provided relating to the child's development and strengths
        - Encouragement and support for the parents to provide activities for their children incorporating the five ingredients of active learning with their child at home

    2. Parent meetings
        - When and where?
        - Child care, transportation, etc. provided
        - Components of the parent meetings
            - Ice breaker
            - Guest presenter
            - Hands-on activity for parents (which incorporate the five ingredients of active learning)

    3. Family activities
        - Three family activities per school year planned jointly by the teacher and parents

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- A change in school culture:

1. Parents have changed
   - More comfortable and self-assured when visiting school
   - Parents assuming more responsibility for their child's educational development
   - Parents attending more school related functions and supporting more school organizations
   - Parents showing more interest in cooperating with and supporting the teacher
   - Parents establishing positive relationships with the teachers of all of their children

2. Program staff and other school staff have changed
   - Program staff more connected with families of their students and better able to meet individual needs
   - Upper grade staff becoming more involved with the families of their students
   - Program and school staff providing parenting activities and meetings for parents of all children enrolled in the school
   - All school staff recognizing the positive impact schools can have on families and children

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El Curriculum De High/Scope Y El Cambio De Cultura En La Escuela

Roberto Barocio Quijano
Facultad De Psicologia, Unam
Instituto High/Scope De Mexido

This session will be presented entirely in Spanish. Following Dr. Barocio's short presentation, there will be an opportunity for our Spanish-speaking participants to network.

Aquellos que han implementado el Curriculum de High/Scope saben que su proceso de implementación demanda un cambio personal e institucional en el que están inmersas al menos tres dimensiones: cambios en materiales, estrategias de enseñanza y creencias.

Mi intención en este trabajo es reflexionar con ustedes acerca de las profundas consecuencias que la afirmación anterior tiene. Si queremos realmente producir un cambio significativo en la escuela, necesitamos aprovechar el proceso de aplicación del Curriculum de High/Scope para cambiar la cultura de la escuela. Esa manera especifica en que la organización educativa piensa y se comporta en relación con la experiencia cotidiana de aprender y enseñar con el Curriculum de High/Scope.

The High/Scope Curriculum And The Culture Change In School

Roberto Barocio Quijano
Facultad De Psicologia, Unam
Instituto High/Scope De Mexico

Those who have implemented High/Scope in their schools, know for sure that the implementation process demands a personal and institutional change, which must consider at least three dimensions: change in materials, teaching approaches and beliefs.

My intention in this lecture is to think with you about the deep implications that this statement have, if you really want to produce a meaningful change in the school, you need to take advantage of the process of working with the High/Scope Curriculum to change the culture of school, this specific way in which the educational organization thinks and behaves about the daily experiences of learning and teaching with the High/Scope Curriculum...

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Taking the Stress Out of Clean-Up

Kathy Black
Lead Teacher, West Side Ecumenical Ministries

Lora Wasik
Lead Teacher, West Side Ecumenical Ministries

This workshop will help classroom teachers conquer the "Oh no it's clean-up time" syndrome. We will identify what makes clean-up time so difficult and discuss strategies to take the "mess" out of clean-up. We will explore the benefits of using variety at clean-up time, while maintaining consistency.

Goal Sheet

1. Write one problem on one area (house, blocks, etc.) that you have difficulty with at clean-up time.

2. Who own's the problem?

3. Write one method or strategy which you will implement within the next month.

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Creatively Using the Preschool COR

Joan Brink
Field Consultant, High/Scope Foundation
Preschool Teacher, Tipton School, Tecumseh, Michigan

In this workshop you will experience the COR (Child Observation Record) come alive. The COR should be viable/living in our classrooms, and the tips shared, as well as the activities you will experience during this session, will be vibrant and inspiring to help support the authentic observations you are taking, or hope to be taking. The impact for families and teachers, as well as information for our daily planning and supporting future goals is significant. Participants will have an opportunity to relate what is working, as well as sharing challenges, and together possible solutions will be discovered.

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Including Children With Autism? The High/Scope Approach Makes it Possible

Lisa Britt
Coordinator, Preschool Program for Children with Disabilities,
Region 20 Education Service Center, San Antonio, Texas

A common myth exists surrounding children with autism: "They live in their own world and cannot be reached." Many children with autism and their families have taught me otherwise. It is my contention that this disability causes a different perception of the world. The charge of educators is to support those differences through varied strategies. This session will build upon existing High/Scope concepts to create a strong inclusive learning environment.

Learning Objectives

- Describe the learning characteristics of children with autism.
- Identify visual strategies that exist within the High/Scope framework.
- Identify adaptations that would further clarify information for children with autism.

Characteristics of Autism

There are certain "things" that our children with autism do that clearly set them apart from others. Some of these "things" are not that extraordinary, except in terms of their frequency or intensity. For instance, many people engage in some silly behavior when they are bored or frustrated such as hair twirling, leg swinging, or humming. It is when these behaviors become the overriding aspect of one's life that interference with daily functioning occurs. Although a package of behaviors can be formulated along a continuum that reflects autism, great regard must always be given to the individual personality that exists for each child.

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The characteristics of autism can be sorted within the broad categories of . . .

Organization **Communication** **Socialization**

Great difficulty lies in not being able to integrate what is seen with what is heard . . . *Auditory.*

To illustrate this point, try following directions without writing them down. If successful, are you using any mental drawings or pictures?

Auditory is transient, making it difficult to hold onto or "look at" again.

Visual is static, allowing one to work with it while it stays there.

Calendars, grocery lists, appointment books and journals are but a few examples.

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Compatibility Between the High/Scope Approach & Strategies that Support Children with Autism

Characteristic Need of Children with Autism	Strategies that Support Children with Autism	Strategies within the High/Scope Approach
Routines Difficulty with Transitions	Visual schedule	The daily routine & a visual representation of that routine
Organization	Visual structure Physical structure	Labeling the environment Clear boundaries Plan-Do-Review process
Communication	Communication systems	SOUL Parallel Play
Socialization	Social stories Peer support Life skills	Supportive interaction Active Learning Developmentally Appropriate

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Who's in Control?

Patricia Brokman
Field Consultant, High/Scope Foundation, St. Paul, Minnesota

Creating supportive social climates determines the quality of learning. Discover how to share control by focusing on strengths and making a commitment to solving problems through children's play.

Characteristics of Preschoolers

Egocentrism: The child is *only* able to feel and think about his or her own point of view. This characteristic makes it difficult for young children to understand how another person is feeling. Questions such as "How do you think that makes her feel?" are *not* appropriate. The problem-solving process is very useful for preschoolers because it offers opportunities for children to hear about the needs of others while working towards a solution that will meet individual needs.

Pre-operational, concrete thinking: Children base their understanding of the world on obvious physical characteristics. It is important, therefore, that we talk through the problem-solving process in very concrete terms. It is not useful to say to children, "You must share." This is too abstract and fails to describe a specific action. The problem-solving process will help children consider specific ways that disputed materials can be used by both children. Discussion of the *details* of the dispute will always be a central part of the conflict-resolution process.

Limited verbal skills: For very young children, who are still in the early stages of problem solving, the adult must do a lot of the "talking through" that is needed to resolve a problem. Adults can do this by asking questions that the child can answer with a *yes*, *no*, or nod of the head. For example, the adult might say:

> "I can see that you are both upset. Are you angry because you both want to use the truck?" (Look for response.) "I think we can figure out a way for you both to have a turn. Should we use the timer?" (Look for response, child gets timer). "Sam, would you like to hold the timer first?" (Look for response.) "Jane, Sam will hold the timer. When all the salt is through, it will be his turn to use the truck. OK?" (Look for response.)

In this way the adult includes the child as much as possible, increasing the opportunities for the child's verbal input as the child becomes more mature.

Physical expressiveness: Children are naturally physical and at this young age express most of their feelings physically, showing excitement by yelling or sadness by crying. We should not be surprised when they hit, yell, or physically try to get what they want. This is the only way they know.

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To understand the child who is just learning to manage feelings, think of what an adult experiences in learning a new language. Suppose you are just learning Spanish and find yourself in a Spanish-speaking country. Under pressure, you would probably revert to English; only in clearer moments, and with encouragement and support, could you speak a little Spanish. Likewise, children, when they are upset, resort to their primary mode of expression. It is important to discourage, *but not punish,* this normal response, and focus attention on helping children to learn the skills that will eventually replace their primary, physical mode of expression.

Exploration of independence and control: Children are just realizing and exploring their separateness from primary caretakers; they are becoming aware that they can make their own choices and decisions. Sometimes this means that the child wants to have *all* the control and make *all* the choices at once. The problem-solving process is very useful in helping the child to feel in control while looking realistically at what the cause-and-effect implications of certain decisions might be.

Holding just one or two attributes in mind at a time: Children can not keep a lot of ideas in mind at once. The adult who is supporting children's problem solving can facilitate the communication of details by restating the information children have shared to clarify and simplify it, helping children to explore solutions, and keeping the problem-solving process on track when children become distracted. When children become distracted, it is important to consider whether this is due to an external distraction (for example, something happening nearby) or something internal (the children may have lost interest in the process or problem). If the distraction is external, the adult may need to help children re-focus on the situation. When they are no longer interested in the process, however, it is important for the adult to quickly summarize what has happened and let the children move on in a way that is agreeable to both.

Children: We don't want this truck anyway. Let's go to Art.

Adult: So you don't want to figure out how to use this truck now. Let's put it away so you can go to Art.

Sources of Preschool Conflicts

There are two categories of conflicts generally seen in the classroom: conflicts that grow out of issues originating *in* the classroom and conflicts resulting from issues or feelings brought in from *outside* the classroom.

1. Typical Preschool Classroom Conflict Sources

- **Objects** — Children are in conflict because they both want to use a particular object at the same time.

- **Space** — Children are in conflict because they both want to use the same space at the same time.

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- **Privilege** — A conflict occurs because children want a certain privilege, for example, to be the first to do something, to be the one to perform a favored task or role, to continue an activity when it's time to move on to another activity.
- **Social** — A conflict occurs as a result of a social need or interaction, such as two children excluding another child from play or a child misunderstanding something another child has said or done.

2. Non-Classroom Conflict Sources

Conflicts sometimes occur in the classroom as a result of unresolved experiences a child has had before getting to school. The aftermath of these unresolved situations may result in the child's expressing anger, anxiety, or sadness that is not related to any specific incident, or is easily triggered by a classroom incident. Examples:

- A child argues with a sibling on the way to school, becomes angry, but is unable to express the anger or resolve the issue before arriving at school.
- A child witnesses a violent act in the neighborhood, and comes to school needing to explore and understand this violent behavior.
- The child is told about an impending event (a move, surgery, divorce), and comes to school with anxiety, sadness, or anger about the event.

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Restrictive or Responsive Teacher Talk

Patricia Brokman
Field Consultant, High/Scope Foundation, St. Paul, Minnesota

Do you find yourself saying "No!" "Don't!" and "Stop that!"? This session will help you to examine if your language with children is responsive or restrictive. You will also learn how to change negative phrases into positive statements, leading to quality relationships with children.

Responsive Language

- Conveys respect for children
- Accepts their ideas and feelings
- Encourages verbal give and take
- Encourages independent thought
- Offers choices
- Requests in nurturing ways

Restrictive Language

- Teacher control
- Power assertion
- Discourages independence
- Encourages submission to authority and rules
- Unresponsive to children's feelings
- Impersonal and lecturing

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Guidelines Responsive Language

- Involves reason and logic
- Encourages independence and autonomy
- Uses nurturing control
- Elaborating

Positive Teacher Talk

- Builds self confidence
- Builds verbal expression
- Mediates conflicts

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The "Fan" Lesson Plan Model — Integrating Curriculum Through Open-Ended Lessons

Sandra J. Bruk
Director, Parklawn Christian School

Compare and contrast traditional lesson plan models with the "fan" model which uses the High/Scope curriculum and the components of active learning to integrate curriculum. Learn how this new model can be used to develop lesson plans which meet the needs of all learners in your classroom.

Rationale

In my experience, one of the barriers to developing lessons which implement High/Scope curriculum and principles is our idea of "lesson" in the traditional sense. Teachers tend to think of a lesson as a focused activity that "zeros in" on a key experience. This approach, although it may be developed so that it has a connection to High/Scope curriculum, does not really embrace the vision of the High/Scope approach.

Traditional (funnel-style) lessons are carefully focused to a single focus area and usually a single outcome (identifying shapes or colors, for example). This makes the lesson useless for children who already have mastered the outcome and frustrating for children who are not yet ready to grasp the concept. In classrooms with 25 or more children, this type of lesson will meet the needs of only a few children. In addition, teachers must generate many of these focused lessons before a concept might be mastered. This model splinters curriculum and provides little to children in terms of the components of active learning. As a result, these teacher-directed lessons often require the use of extrinsic rewards to control children. Lessons tend to emphasize "following directions" and oftentimes the result is a lesson which supports the underlying disposition of compliance.

On the other hand, "Fan-style" lessons are designed to offer children an activity which is open-ended and which can lead to many possible outcomes. No matter what level a child is at, she is able to participate in the activity and find a level of challenge and success. Adults interact with children throughout the activity, supporting each child's individual development by observing how a child approaches the activity and then entering into the child's framework to ask questions and/or extend the child's thinking. For example, one child may be focusing on the shape and arrangement of materials while another is interested in using the materials in a representational manner. Lessons offer an integrated curriculum and a way to meet the needs of a broad range of learners. Lessons are also often repeatable since a child can modify and direct the activity in different ways.

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Fan activities are usually highly engaging and intrinsically rewarding to children, requiring little extrinsic control. Finally, an underlying disposition of self-initiative is supported by the "Fan-style" model.

This workshop provides adults with an initial, personal experience which highlights the differences between the focused, traditional approach and an approach which truly employs the principles of High/Scope by providing open-ended lessons that follow guidelines for active learning and engage children in a wide variety of key experiences. Teachers are provided with a lesson plan format, sample lesson plans, and an opportunity to evaluate lesson plan scenarios for their possible adaptation to this new format. In addition, teachers can clearly see how the components of active learning and the key experiences are used to develop lesson plans which integrate curriculum and meet the needs of all learners.

High/Scope's Components of Active Learning

When these five components are in place, children's experiences are active and rich.

1. MATERIALS — Materials are plentiful and interesting to children. Young children have their own basket or bag of materials whereas older children might share materials with another child. Materials are open-ended and suggest a variety of uses. In cases where there are not enough materials, several kinds of materials can be combined. For example, teddy bear counters may be combined with plastic milk lids or with plastic poker chips to provide a rich set of counting and sorting materials.

2. MANIPULATION — Children have "hands-on" throughout the activity and are not required to wait passively for turns. There are opportunities to manipulate materials in a variety of ways and free exploration of materials is encouraged. For example, a cutting activity would encourage children to cut on lines, cut across short strips of paper, cut around pictures, and fringe snip edges. Similarly, children might cut magazine pictures, wrapping paper, yarn, fabric, foil, cellophane, and wall paper. The focus is on gaining mastery of scissors through exploration and to understand the many ways they can be used.

3. CHOICE — Children have an opportunity to exercise choice in a meaningful manner. This includes choices of materials and manipulations but more importantly extends to children's choice of what ideas are of interest and what skills need to be refined during the activity. This concept of self-selection is the essential feature in a child-driven, constructivist curriculum. For example, one child may use pattern blocks to build a robot, while another child sorts them. Each child's focus is self-designed to meet the child's needs.

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4. LANGUAGE — Children have opportunities throughout the activity to use their language in a variety of ways: describing, questioning, answering, commenting, and suggesting. Children engage in natural conversations with peers and adults and also may engage in language play. They may see their language written down and hear it read back to them. Children use their language in an exploratory fashion, extending their thinking and their play.

5. ADULT SUPPORT — Adults interact with children one-on-one throughout the activity. Explanations or directions should take less than three minutes at the beginning to introduce materials, etc. Adults use a variety of interaction techniques including open-ended questioning, side-by-side modeling, imitation, and developing problem-solving scenarios. Adults model the learning and discovery process for children.

Lesson Plan Scenarios

Evaluate the following lesson plan scenarios according to the components of active learning. Could a "fan style" lesson plan be developed from these ideas? If not, are there possibilities for modification which would yield better lessons?

The Three Little Pigs

Description: Read the book, The Three Little Pigs to the children. Children use construction paper and markers to make a pig.

Instruments

Description: Children make instruments using a variety of materials: paper plates, boxes, tubes, cans, rice, dried beans, staplers, tape, etc. Children use completed instruments to accompany singing at music time.

Colors

Description: Children paint 3-inch white circles in six equal sections in this order: red, orange, yellow, green, blue and purple. On either side of the center, make two holes about 1.5 cm. apart and thread string up through one hole and down through the other. Help children to tie ends and trim. Show them how to loop one end of the string over each index finger and flip the wheel until string is tightly twisted. Have children gently pull their hands apart to make the wheel spin.

Patchwork Designs

Description: Children work with a variety of materials to create a patchwork design similar to quilts brought in by children for a display of handwork. Materials include fabric pieces of various

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patterns, textures, sizes and shapes, fabric markers, yarn, ribbon, glue, staplers, scissors and paper.

Ways We Can Move

Description: Before children get to school, set up an obstacle course using materials and equipment from the classroom (chairs, yarn, hoops, tables, etc.). Show children how to negotiate the course. Use a stopwatch to time children. Record times on a graph.

Water

Description: In the water table, children explore liquid measurement using containers of various sizes and shapes. Teachers encourage children to compare amounts using the terms more, less, equal and ask questions such as "How many of these cups do you think would fill the pail?" After about 20 minutes, children use paper and writing tools to record/represent their work at the water table.

Seeds

Description: Have children plant bean seeds in cups that they have decorated. Children take plants home when they sprout.

Notes

(Handouts for this session continue on the next page.)

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THE FAN

NEW MODEL
BASED ON CONSTRUCTIVISM

Teacher interacts one on one
Children make choices
Materials are plentiful
Children interact with children and teacher
Children sequence their own learning
Teacher supports and assesses learning strategies
Curriculum is integrated
Teacher energy is expended in observation and interaction
High engagement precludes rewards
Underlying disposition: self-initiative

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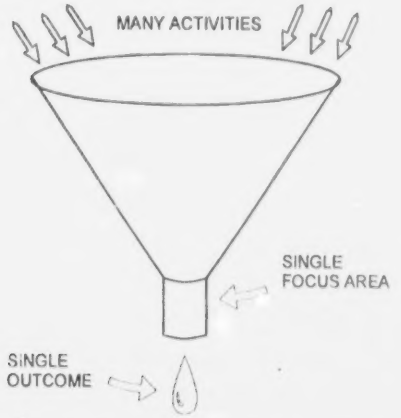
THE FUNNEL

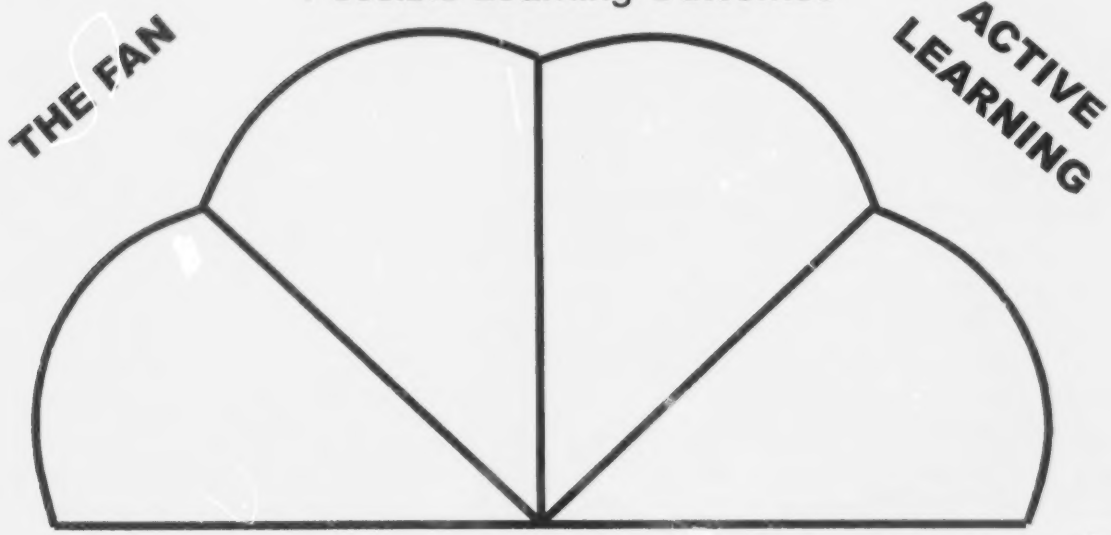
TRADITIONAL MODEL
BASED ON BEHAVIORISM



Teacher leads the whole group
Teacher makes choices
Materials are limited
Children focus on teacher
Teacher sequences children's learning
Teacher instructs and tests isolated skills
Curriculum is fragmented
Teacher energy is expended in preparation and management
Control by praise, rewards and punishment
Underlying disposition: compliance

LESSON PLAN

Possible Learning Outcomes



Ages:
Description:

Materials:

Manipulation:

Choice:

Language:

Adult Support:

Extensions:

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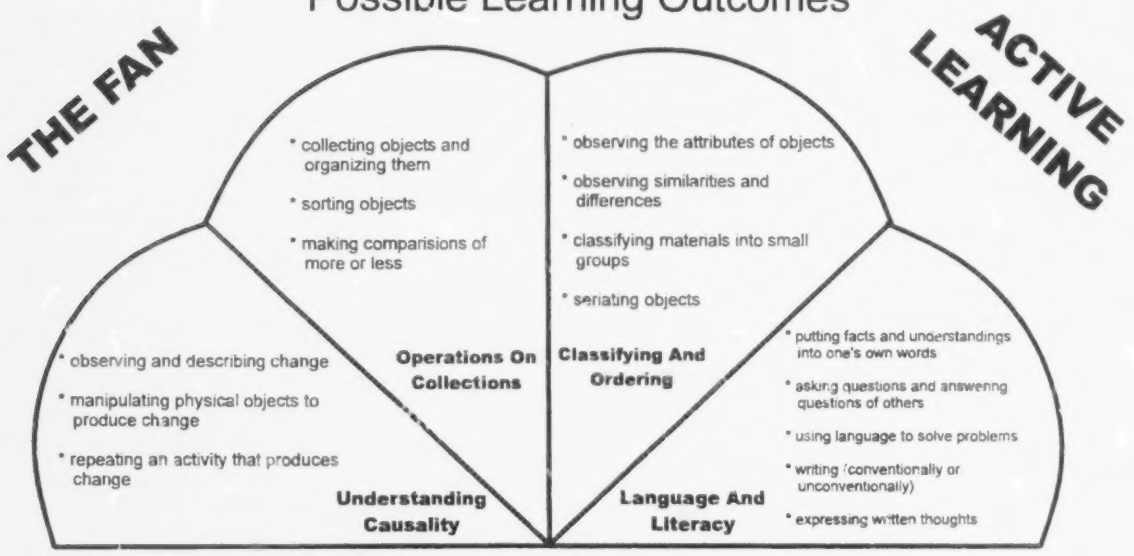
LESSON PLAN

Possible Learning Outcomes


THE FAN
ACTIVE LEARNING
* collecting objects and organizing them
* sorting objects
* making comparisions of more or less
* observing the attributes of objects
* observing similarities and differences
* classifying materials into small groups
* seriating objects
* observing and describing change
* manipulating physical objects to produce change
* repeating an activity that produces change
Operations On Collections
Classifying And Ordering
Understanding Causality
Language And Literacy
* putting facts and understandings into one's own words
* asking questions and answering questions of others
* using language to solve problems
* writing (conventionally or unconventionally)
* expressing written thoughts

Creating Tints and Shades

Ages: Kindergarten/Primary

Description: Have each child choose a small cup of paint (red, yellow, blue, green, orange or purple). Provide each child with small cups of black and white paint, eye droppers, small brushes or Q-tips, and paper squares. Show children how to mix colors by dripping paint drops on paper squares and mixing with a brush or Q-tip. Demonstrate how new shades/tints of the color can be created by mixing different amounts of black/white with the color. Allow children to create new colors. Have children create names for their colors (lipstick pink, lemonade yellow, etc.) Writing them on labels which they attach to their color squares. Then have children seriate the colors from darkest to lightest by gluing them on a length of adding machine tape.

Materials: Tempera paint (slightly watered down), cups, eye droppers, brushes or Q-tips, 2-inch paper squares (about 20 per child), glue, adding machine tape, markers or pens, labels

Manipulation: Dipping, mixing, dripping, gluing, ordering, writing

Choice: Colors to use, creation of new colors, amount to mix, names for new colors

Language: Natural conversation throughout activity, use of art terms: shades/tints,

Adult Support: Model process for children who are stuck, refer children to other children for assistance, ask open-ended questions (What can you think of that is that color? What would be a good name for that color? How could you sort your colors? Can you mix a tint that is darker than this one and lighter than that one?), ask closed-ended questions (Which of these shades is darker? Did you create more tints or shades? How did you mix that color? What happens when you add a lot of white?)

Extensions: Repeat the activity with a different kind of paint. Create "recipes" for colors (3 drops red + a drop white = "cherry pink"). Have children paint pictures with the new tints and shades they create.

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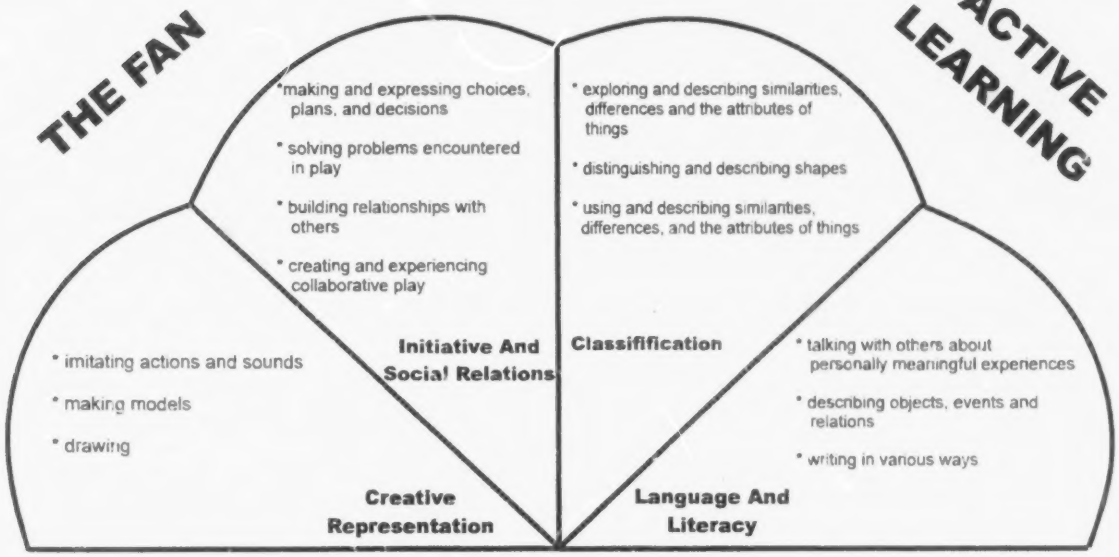
LESSON PLAN

Possible Learning Outcomes


THE FAN
ACTIVE LEARNING
* making and expressing choices, plans, and decisions
* solving problems encountered in play
* building relationships with others
* creating and experiencing collaborative play
Initiative And Social Relations
* exploring and describing similarities, differences and the attributes of things
* distinguishing and describing shapes
* using and describing similarities, differences, and the attributes of things
Classification
* imitating actions and sounds
* making models
* drawing
Creative Representation
* talking with others about personally meaningful experiences
* describing objects, events and relations
* writing in various ways
Language And Literacy

Paper and Sticky Tape Creations

Ages: Preschool/Kindergarten

Description: Briefly introduce materials. Have children work with materials to design two-dimensional or three-dimensional creations. When all children have completed their work, have them share their creations with each other.

Materials: Paper of various kinds and colors, sticky tape of various colors, scissors, markers, pencils, string or yarn

Manipulation: Folding, twisting, tearing, arranging, connecting, drawing, writing, typing, taping

Choice: Which materials to use, what to design, to work alone or with others

Language: Natural conversation throughout the activity, answering and asking questions, teaching others about a process, reporting.

Adult Support: Model techniques (making a 3-D circle of sticky tape, writing a word, connecting shapes with tape, etc.), imitate children's ideas, ask children to describe their work, refer children to others for ideas and assistance, ask open-ended questions (Where will your dinosaur live? How did you think of that design? What else is that shape?), ask closed-ended questions (How many colors of sticky tape did you use in your design? What shapes did you use today?), record information about children's work which shows progress.

Extensions: Create a "museum" of creations with description cards which children dictate. Place all materials in the art area for children to use during plan-do-review. Have children sit in a circle with their creations in the middle and plan "I Spy" (I spy something that has wheels, etc.).

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Adapting The Learning Environment For the Visually Impaired Child

Melba Bunch
Teacher of the Visually Impaired, Preschool Specialist,
Education Service Center Region 12, Waco Texas

In this workshop the Para-Professional Child Development teacher or Preschool teacher will better understand blindness in the preschool child. They will learn various strategies for integrating preschoolers with a visual delay. You will learn how to adapt the learning environment and various ways to label the environment for the visually impaired child.

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Developing Child-Centered Individual Educational Plans for Preschool Children with Special Needs

Kathleen Carothers
Field Consultant, High/Scope Foundation, Waco, Texas

An Individual Education Plan is a federal requirement for all special needs children enrolled in special education programs. These IEP's are developed by the classroom teachers based on the assessment information from standardized test. The dilemma of a preschool teacher in a child-centered environment is to address these goals while following the child's lead and being responsive to his needs. This workshop will help the teacher develop IEP goals for an active learning environment that are meaningful and occur within the daily routine.

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"Let's Experience Science"

Kathleen Carothers
Field Consultant, High/Scope Foundation, Waco, Texas

As in all activities within the High/Scope Curriculum, science learning is seen as an active process of doing and experiencing rather than a passive one of absorbing information presented by the teacher. It must be hands-on using real life materials. This session will look at the philosophy of "experiencing" science first hand and up close with children in kindergarten through third grade.

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Creating Learning Spaces — Setting Up the Classroom Environment

Maria del Mar Carter
Lead Teacher, Early Childhood Program,
Elizabethton City Schools, Elizabethton, Tennessee

Patricia Seals
Teacher, Early Childhood Program

The arrangement of play space is a crucial element in developing children's cognitive, social, emotional, physical and behavioral well being. Children should be provided with spaces that are inviting, well defined, and allow for a variety of activities and types of play.

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Using Assistive Technology to Encourage Special Needs Children to Plan and Recall

Denise Chichester
Early Childhood Special Education Teacher, Mentor
Rainbows United, Wichita, Kansas

This session will examine a variety of assistive technology used to aid special needs children throughout the daily routine. Participants will be provided information discussing the different levels of the concrete learner. Planning and recall strategies will be explored to include all children.

Definition of Assistive Technology

Any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain or improve functional capabilities of individuals with disabilities. (Technology-Related Assistance for Individuals with Disabilities Act (Public Law 100-47))

Developmentally Concrete Hierarchy:

Real objects:
Can be identical to, similar to or associated with what they represent.

Parts of Real Objects:
This can replace real objects when the object is large.

Miniature Objects:
Miniature objects can be utilized to represent real objects such as: Little Tykes doll house pieces.

Photographs/Colored Pictures:
Photographs can come from cameras, catalogs, magazines or product labels. They can be black or white or colored.

Black and White Line Drawings:
These are clear simple line drawings. These can be purchased in a variety of formats such as symbols books that can be photocopied.

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Documenting Head Start Individualization Strategies in High/Scope Lesson Plans

Linda J. Dubay
Field Consultant, High/Scope Foundation,
Supervisor, EOC Children's Services Head Start, Columbus, Michigan

This workshop will cover a way to meet the Head Start requirement of documenting individualization in lesson planning. Techniques will be shared that emphasize strengths and needs and avoid planning based on deficits while considering COR results which can be used for individual children and for the whole group. Come and learn a process for documenting individualization strategies, cross referencing, and organizing individualization for each child in the classroom.

Notes

(Handouts for this session continue on the next page.)

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Teacher_____

DAILY SCHEDULE

MONDAY	TUESDAY

Individualizing

S = Story
C = Circle
SG = Small Group
P = Planning
WT = Work Time
CU/R = ClnUp/Recall
L = Lunch
M/M = Music/Movmnt
G/M = Gross Motor

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Key Experience_____ **Week of** _____

WEDNESDAY	THURSDAY	
		Health/Nutrition
		Multicultural/ Inclusion
		Transitional Songs & Activities
		Safety/Ecology
		Parent Involvement
		Parent Comments, Ideas

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Teacher_____

DAILY SCHEDULE	**MONDAY**	**TUESDAY**
15 min Circle & 15 min Music & Movement	Tooth Brushing, Greeting Song, Attendance "What did your family do this weekend?" Sammy, Down by the Bay	Tooth Brushing, Greeting Song, Attendance Jenny Mouse, Spider on the Floor
10 min Planning	Puppets—Choose 1 name it and make plan.	Write plan on a seasonal shape.
45 min Work Time & Clean-Up	Water Table—Blue water Play the freeze for c/u	*Parent in—Play guitar. Add new materials to AA, ribbon, old puzzle pieces.
5-10 min Recall	Pretend to wash face or hands while telling plans.	Read back plan. "Is that what you did today?"
15-20 min Small Group	1) Puzzles 2) Legos Encourage lang. development by children.	1) Legos 2) Puzzles
10 min Story	Too Many Tamales What is your favorite meal at home?	I was so Mad Discuss feelings.
30 min Lunch	Count all people at table—boys, girls etc.	Why do we have silverware, napkins, etc?
20 min Outside & M&M	Jenny Mouse Dance to Ethnic Music	Trikes, Hula Hoops Balls
Individualizing S=Story C= Circle SG= Small Group P=Planning WT=Work Time CU/R= Cln Up/Recall L=Lunch M/M=Music/Movmnt G/M=Gross Motor	S—Too many Tamales, 1 C—Encourage spoken language WT—Encourage sharing & workg. tog. 2,5,11,22 C/U—Enjoy doing freeze encourage & enhance for everyone 3,7,9 M/M—Large muscle developm. 1,6,8,20 P—Encourage—patting to the beat 2,4,8,21	C—Offer opportunities to take turns 2,5,7,3,22 WT—Encourage literary because of interest in books 3,4,9 L—Discuss correct use of utensils 6,12,13,18,23 M/M—Offer chorus to encourage participation 5,8,10 P—Encourage child to write own name 11,17,28

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Key Experience_____ **Week of** _____

WEDNESDAY	THURSDAY
Tooth Brushing Greeting Song, Attendance, Discussed health care experiences	Tooth Brushing Greeting Song, Attendance, Ring Around the Rosie, Children's Choice
Tony Chestnut Locomotion Split into 2 trains— go to areas—children get off train in area they choose.	Let child choose movement (walk, skip, gallop, slide) to go to area of choice.
Water Table—Add Bubbles Adults in H.A. to encourage positive S.R.	Rocking Boat Out C/U Sing "Somebody's Cleaning Up the Room"
Draw a picture of where you worked—teacher offers to label.	Seasonal Stick Puppets
Paper various textures to cut, tear—"What can we do with these colors?"	Shaving Cream with Food Color
Fire Engine Talk about how firemen help us.	Fireman Visits
Discuss favorite activities with family members.	Who are you sitting next to? What is your favorite T.V. show?
Review Boundaries Use Parachute	Obstacle course w/ shapes, classroom equip to go OVER, UNDER, AROUND, etc
S.G.Cutting & tearing papers for F.M. skills 24,37 C—Help 54,7,10,13,26,32 Brush more carefully W.T. observe SR skills of 6,9,31 R—Encourage lang skills 6 M Reassure 12 that they are going home soon L—Arrange Chairs to provide for social needs	R—Puppets to encourage & enhance language 1,23 W.T.—Redirect behaviors to positive active 4,5,6,32 M/M—children's choices & special songs to encourage partic 9,10,18 P—Gallop, slide - observe skills 17,22,33

Health/Nutrition
Covering our mouth for sneezes, Personal Hygiene
Child brought up visit to DDS (See Weds)Circle
All children encouraged to discuss experience with DDS,Discuss Feelings

Multicultural/Inclusion
See Mon— "Too many Tamales"—Or bring book in
Parent in to share hobby*

Transitional Songs & Activities
—Sleeping Kittens
—Wilboughby, Wallob
—Line up by cloth colors
—The Train Went Into the Tunnel

Safety/Ecology
Fireman to visit
Discuss need for rain

Parent Involvement
Tues & * see above
Parent Comments, Ideas
Parent offered to play guitar for circle

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Money: How to Write a Good Proposal

Ann S. Epstein
Senior Research Associate, High/Scope Foundation, Ypsilanti, Michigan

This session will explore what characterizes a good written proposal to obtain program funding. Working in small groups, participants will review a set of sample proposals to determine which ones a funding agency is likely to support. The entire group will then discuss the strengths and weaknesses of the sample proposals to identify those characteristics they want to incorporate into their grant writing. At the end of the workshop, participants will have an outline for a generic proposal which they can adapt in writing their own grant requests.

"Generic" Program Proposal Outline

NOTE: Some funding agencies have a specific outline for you to follow. Whatever format you use, provide the following information in your proposal application.

I. INTRODUCTION

A. ***Attention Grabber*** — Get the readers' attention. Make them care about the subject of your proposal. Use devices such as quotes, a few powerful statistics, strong opening statements, etc. Quickly convince them that yours is a "meaningful" project that addresses a real need.

B. ***Proposal Overview*** — Provide a straightforward statement of what you are proposing to do and what you are requesting from the funder. In one or two sentences, state the content, timeline, and cost of your project.

II. PROBLEM STATEMENT

A. ***Problem/Issue Addressed*** — Clearly state the problem or issues you propose to address. Include a brief literature review, statistics, recent items from the press, etc. How technical this section will be depends on the proposal readers — a peer review panel or a non-technical advisory group. Ascertain the review process and then write for your audience.

B. ***Proposed Solution*** — Briefly state why the project/solution you propose can successfully address this problem.

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III. BACKGROUND

A. ***Institutional Credibility*** — Briefly set forth the goal or mission of your organization (including type of services offered, community/population served). Offer "proof" of your institutional credibility and reputation (e.g., research/evaluation results of past projects, testimonials from agencies and individuals served, awards and citations from other professional organizations). Convince the readers that they can trust their money to your organization. (Additional support materials can be included in an appendix.)

B. ***Program Description*** — Give a clear and concise description of your program and the services you offer. Emphasize **distinctive characteristics** and key features that make your program stand out. If necessary, put lengthy descriptive materials and back-up documentation in an appendix.

IV. PROJECT PROPOSAL

A. *Work Statement* — State clearly the proposed scope of work, i.e., what you intend to do. For each activity proposed, detail the tasks to be undertaken and how they will be accomplished. Include an evaluation plan to monitor the delivery of services and document their effectiveness. The clarity of this section will impress readers with your capability to complete the work.

B. *Timeline* — Indicate how each of the tasks listed in the Work Statement will be accomplished in chronological order. The timeline should show how tasks overlap and flow into one another. Indicate "when" and "what" products will come out of the project (such as client and service records, program manuals, progress reports, evaluation data, final reports.) Avoid promising deadlines that you know you cannot meet. Justify your timetable.

C. *Staffing* — Identify the major staff positions in the project, describe the responsibilities associated with each position, and state who on staff will fill these positions. Provide a brief statement of the relevant background of key staff members; attach resumes in an appendix.

V. CONCLUDING STATEMENT

A. *Final "Charge"* — The concluding paragraph is the proposal's final "charge." Generate a last burst of enthusiasm for the project.

B. *Significance* — Close the circle of your case by referring back to the basic premise of the opening statement. Finish by emphasizing again the significance of the proposed project.

VI. BUDGET DETAIL

A. *Amount* — Make sure the amount you propose fits within the funder's guidelines.

B. *Content* — The budget categories and specific activities (such as staff salaries, travel, printing costs) should follow logically from the work plan detailed in section IV.

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General Pointers Regarding Style

Remember that proposal reviewers often read many proposals at the same time; after a while brains may overload and proposals can blur together. You want your proposal to be both **readable** and **memorable** — make the reviewers' jobs straightforward yet interesting. Anticipate questions and potential areas of confusion; do the work for them. Some pointers:

- ***Language***. Use **clear** and **simple** language to communicate your points. Avoid jargon. But remember that simplicity need not be boring. You can make elegant and impassioned statements with uncluttered prose.
- ***Organization***. Be organized. Lead the readers through the proposal. Label each section and arrange the sections in logical order. Use lists, charts, and formatting devices (side headings, boldface, italics, and so on) to clarify and highlight major points.
- ***Optimal redundancy***. Use "optimal redundancy" or the right amount of repetition of major points. Don't assume that readers will remember on page 3 a key fact you stated on page 2. Play it safe and repeat (in slightly different words) the central ideas you want the proposal readers to retain about your project.

GOOD WRITING AND GOOD LUCK

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Relationship Building with Parents — The First Step Towards Maximizing Participation

Sandra Evers
Project Manager, NCH Action for Children, Irlam Family Centre
Irlam, Manchester, England

This workshop will focus on the importance of working with parents of pre-school children, as one of the key factors in enhancing children's life chances. The workshop will mainly be experiential and will offer the participants a chance to try out some of the tools which have been successful aids in engaging parents at NCH Action for Children Irlam Family Centre. The fundamental belief being that as professionals we need to find ways to break down barriers to parental participation and build bridges which encourage parental participation.

Reasons to Be Cheerful, Part 7 — `An Organizational Approach to the Promotion Of Peoples Rights' or `Having Fun in a Family Center'

This paper describes the development of a rights approach in a child protection project. It argues that effective intervention in families where abuse has occurred is more likely where partnership is reflected not only in broader policy but in all relationships relevant to a child care service.

The Wider Context

Irlam Family Center, an NCH Action for Children project in the North West Region, has been established for 7 years under a partnership agreement with Salford Social Services. The Centre offers a service focused on child protection to families with pre-school children referred by social workers and health visitors. A Small staff team and a group of volunteers provide a programme for individual families based on goals identified jointly by the referrer, the family and the Family Centre assessment. Alongside this programme, an all day Drop-In facility with a crêche operates for one day a week.

Organizational policies, most notably NCH Action for Children's Equal Opportunities Policy and Consumer Policy, support the direction of practice change within the Family Centre. The core values of the Consumer Policy include:

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- Information — regular free flow in accessible form
- Access — services readily available and easy to use
- Choice — provision for people to make choices about their use of service
- Representation and Participation — consumers of services have the means to take part in discussions and decision making on policy and practice
- Accountability — within agreed boundaries, services should meet the expressed needs of consumers and consult them through evaluation systems
- Redress — through an accessible and responsive complaints procedure
- staff team development

The stating point for partnership with children and families is the staff group itself. We have promoted a participatory approach to staff development, based on respect for the potential and worth of each individual. Winnicotts' concept of the `good enough parent' provides a useful analogy for supervision, whereby the `good enough' carer or helping professional is able to respond effectively to the needs of the `client' through the safety and nurturance of supervision and support. (Shohet and Hawkins, 1989). Support systems for team members include individual, peer group and team supervision, daily communication sessions, weekly staff meetings and regular team training.

Information and Support for Families

Workers need somewhere safe to talk about how they feel about being told by consumers, for example, `the service is no crap' and `you don't work hard enough'. But why, family members ask, does the Project Manager sit in the office apparently `doing nothing' all day? The options were to ignore this feedback or identify it as a gap in parents' knowledge. We decided to use it as a starting point for some training sessions for consumers about organizational structures, policies, procedures, rights and equal opportunities. If we believe knowledge is power it follows that we start by sharing knowledge. This theme was developed by exploring ways in which all-comers to the Family Centre could share their views, not just the confident and vocal individuals in the Consumer Group.

The need for equality of opportunity for communication became clearer. Where staff had a variety of communications channels to express concerns, views, joys, elations, family members had only the Consumer Group. This imbalance was remedied by setting up parallel systems: graffiti board for good and bad comments, suggestions boxes, private use of cassette tape and microphones for suggestions, monthly meetings with a member of staff for individual parents and children to comment on the Family Centre, alongside the monthly Consumer Group meetings and consumer attendance at Project Committee meetings.

Using these mechanisms parents have successfully renegotiated a complete change in the Family Centre's operation. Dissatisfaction with a diluted service to individual families led to a reshaping of the daily programme which allowed staff to focus more on the quality and less exclusively on the quantity of contact with families. We were also able to respond positively to requests for an

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extension of the drop-in facility after sharing our concern about lack of staff time. As a result the drop-in facility is run effectively by the consumers for the community.

Maximizing Participation

What about the challenge to involve the children, particularly those of pre-school age? We believe that through adapting the High/Scope methods of working we are further able to empower parents while maximizing children's access to their environment, to choice, representation and participation. Pioneered in America by Dr. David Weikart, High/Scope emphasized children leading adults in learning. Core skills in planning, action and review enable children to engage in cooperative play, share experiences with interested adults and learn to negotiate on their own behalf. This provides the basis for wider participation by children in the development of the Family Centre.

High/Scope Curriculum

The High/Scope curriculum has two underlying principles:

- ✦ that children construct their understanding of the world by interacting with people, ideas, materials and events;
- ✦ that adults are supporters of children's active learning. (Julie O'Flaherty, 1995).

The implementation of the High/Scope curriculum has been a positive process for parents, staff and children. Weekly 2 hour workshops attended by parents and staff, focuses on all aspects of the High/Scope curriculum. There was some anxiety experienced by staff members initially as questions such as `how do we "act"?' and `how can we be ourselves?' were asked. We resolved these issues by engaging in open discussions in team supervision. The majority of the workshops were experiential and evoked memories of childhood experiences which were shared in the group. We explored issues around praise and encouragement, and adult oppressions, remembering what it felt like to be a child. This process has consistently been seen to break down barriers of communication and enhance the working relationships of parents and staff to the benefit of the children.

Daily Routine

We have implemented a daily routine which supports active learning and is consistent sot that children are able to predict what comes next and work in smaller and larger groups. For children whose experience have been predominately chaotic and unpredictable, the provision of a secure structure is invaluable in terms of their emotional and intellectual development.

Physical Environment

We have divided the Family Centre into specific work areas, which are only changed through pre-planning with children and parents.

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We have a wide variety of materials, many of which are inexpensive, all of which are stored accessibly and labeled, so that children and adults can find, use and return them. This I believe translated the concept of `access' into reality for children of six months and upwards.

Assessment

Each child's development is continually monitored and assessed using Child Observation Records. High/Scope focuses on what the child can do. Parents/carers who have previously only paid attention to what the child cannot do, work alongside staff using the assessment charts. I have seen parents/carers, who have viewed their child in wholly negative terms surprised and pleased by their observations. Staff also observe and feedback parent and child interactions throughout the sessions. The workshops provide opportunities for parents whit a potential to change, to develop positive parenting skills and discuss issues with professional workers far more confidently.

Team Work

High/Scope advocates team work and recommends that time is set aside for discussion. Parental involvement is actively encouraged in the assessment and planning of their individual family programs within the daily routine. This builds confidence and self esteem of individuals as well as an `ownership" of the specific pieces of work. Our experience supports the view that `parents are more in favor of choices for children than tends to be acknowledged, while most young people would cherish the right to have supported parents.' (David Hodgson, 1994)

Interagency Support

Successful negotiation of change has depended upon open communication with all agencies with an investment in the Family Centre. Interagency training sessions, workshops and fun events have helped to break down possible barriers between professionals holding different interpretations of the concept of `partnership' under the Children Act 1989. There is now a much greater recognition of healthy conflict and respect for different viewpoints to assist working relationships. In summing up, I refer you to the recently published D.O.H. document which published the results of the 20 research studies, commissioned post Cleveland. In response to the questions of how professionals can best protect children, five features of effective practice were identified. I believe that the development of practice in Irlam reflects our commitment to the protection of children.

1) `sensitive and informed professional/client relationship'

we share information, training and resources and are committed to working with the person and not just the problem.

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2) `an appropriate balance of power between key parties'

i.e. open and honest communication ensuring that information is accessible and not jargonized, and open discussion of the concept of partnership in child protection takes place.

3) wide perspective on child abuse

e.g. the project works along side other services and agencies and understands the impact of poverty, lack of education, inequality and government legislation on individuals and the need for advocacy in particular circumstances.

4) effective supervision and training of social workers

- this is reflected in regular on-going supervision sessions, on-site training and NCH Action for Children's commitment to training and supervision.

5) determination to enhance quality of children's lives

- this is one of the fundamental aims of NCH Action for Children, which is translated into all aspects of our work and will continue to be the basis on which we develop our practice.

Published in NCVCCO Training Manual
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Notes

(Handouts for this session continue on the next page.)

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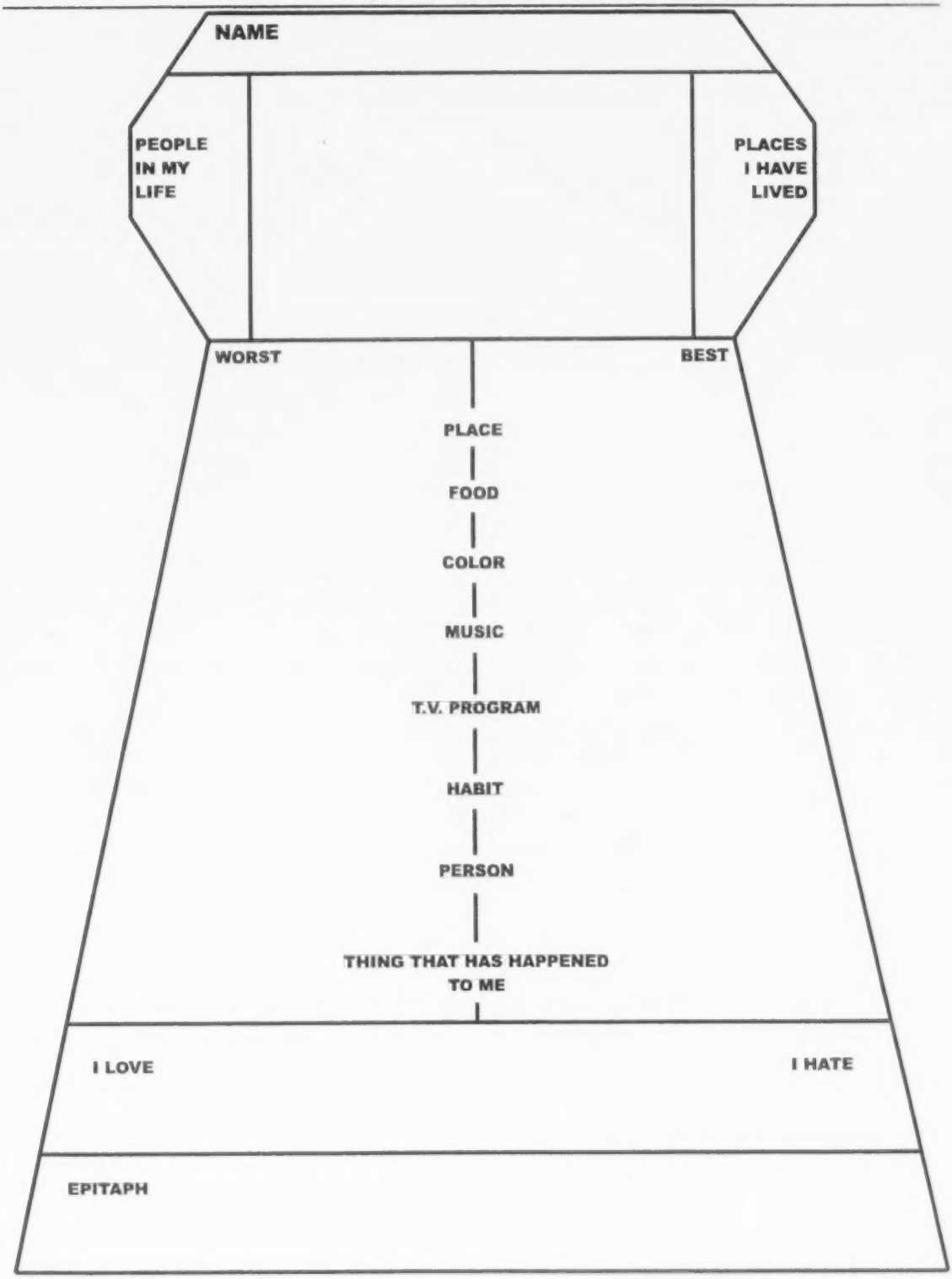

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I Am Somebody!

If I could be . . .

a bird, I'd be a _____

a flower, I'd be _____

a color, I'd be _____

a tree, I'd be _____

a country, I'd be _____

a food, I'd be a _____

an animal, I'd be a _____

a musical instrument, I'd be a _____

an insect, I'd be a _____

a piece of furniture, I'd be a _____

a person from the past, I'd be _____

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Problems	Solutions

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Discrimination

These are practices, customs, and procedures

↓

maintained by

↓

Relations and structures of power

↓

and justified by

↓

Negative beliefs and attitudes

↓

which show up in

↓

Child Care Systems/Education, Housing, Health, Life-chances, Occupation

---

What Do We Mean By Anti-Discriminatory Practice?

1) Practical action to counter discrimination

which is

2) Consistent with good professional practice

which is

3) A learning process

All of which result in

Empowerment of Users of Services And Ourselves

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Attitudes

Definition — A predisposition to act negatively or positively in some degree towards an object, institution or individual.

Origin — Attitudes are formed from learning from others and our experience.

Learning From Others — Parents

Close Family

Peer Groups

Learning By Experience — Behavior and Consequences

Development — Attitudes are continually held throughout life, though they can be changed from experience. There is a quickening of attitudes during adolescence, as adulthood begins attitudes may become hardened.

Attitudes affect

↓

Our behavior

↓

Affect our relationships

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How Can We Help Parents Understand High/Scope?

Rose Gabriel
Educational Consultant, Atlanta Georgia

This class will give directors and teachers ideas on how they can share information with parents about High/Scope. This class is for teachers and directors that are starting to implement the High/Scope Approach in their program.

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How to Manage Conflict When There are Different Expectations Among Parents and the School

Ivan Galindo
Director General, Infantes y Crayolas, Querétaro, Mexico

To give quality service in education is very difficult because of the great diversity of expectations among the parents in one school. The different expectations may lead to conflict among groups of parents and the school. Therefore, it is very important to manage conflict and to learn how to influence expectations. An original model of conflict management is presented.

Notes

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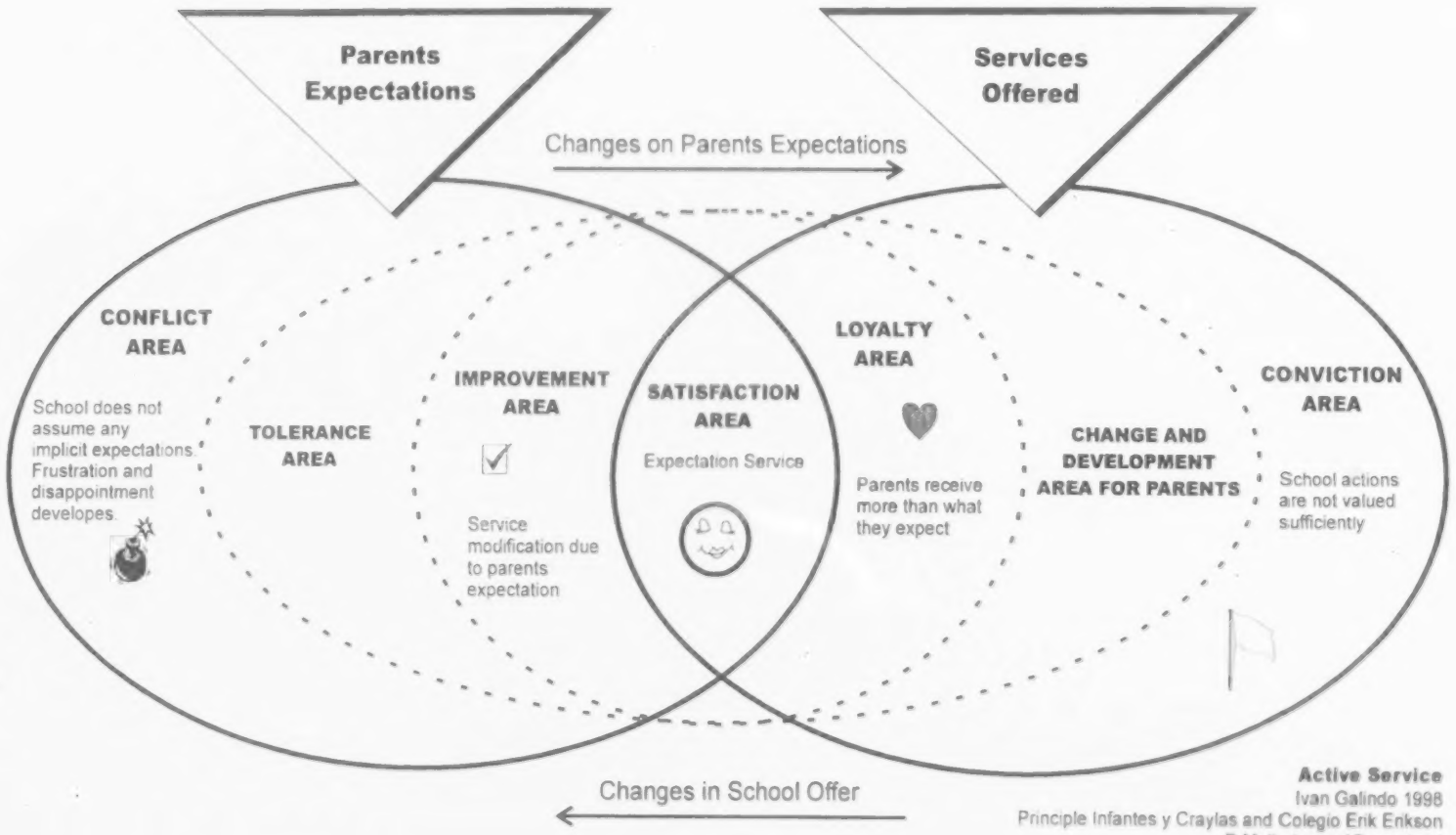
DRESC MODEL

DYNAMICS OF THE RELATIONS BETWEEN THE EXPECTATIONS OF THE PARENTS AND THE SERVICES THAT THE SCHOOL OFFERS.



Active Service
Ivan Galindo 1998
Principle Infantes y Craylas and Colegio Erik Erikson
E-Mail: ivangal@acnet.net
Tel/Fax (42)16-89-94 Queretaro, Mexico

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DRESC MODEL

DINÁMICA DE LAS RELACIONES ENTRE LAS EXPECTATIVAS DE LOS PADRES Y LA OFERTA DE SERVICIO DE LA ESCUELA

Expectativas De Los Padres
Oferta De Servicio
Cambios en las expectativas de los padres
ÁREA DE CONFLICTO
La escuela no asume estos implicitos Se da la desilusión frustracion y desilusion
ÁREA DE TOLERANCEIA
ÁREA DE MEJORAS
Modificaciones en el servicio a consecuencia de expectativas de los padres
ÁREA DE SATISFACCIÓN
Expectativas = Servicio
ÁREA DE LEALTAD
Los papás reciben más de lo que esperan
ÁREA DE CAMBIO Y DESARROLLO
ÁREA DE CONVICCIÓN
Las acciones de la escuela no son suficientemente valoradas
Cambio en la oferta escolar

Servicio Active: Como hacer corresponder las expectativas de los padres con su oferta de servicio.

Ivan Galindo H., 1996**
Director General De Infantes y Craylas y Colegio Erik Erikson
E-Mail: ivangal@acnet.net
Tel/Fax (42)16-89-94

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How to Match Parents' Expectations With Your Service Offering and Your High/Scope Implementation

Ivan Galindo
Director General, Infantes y Crayolas, Querétaro, Mexico

The High/Scope approach is quality education. Nevertheless, it is new to many parents and they may disregard many of its characteristics. Learn how to increase the perceived quality of your implementation of the High/Scope Curriculum and your service in general. The internal quality of your service is different than the quality perceived by the parent.

Notes

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Service Characteristics

A physical product can be clearly described in terms of its attributes (if not its functions): size, parts, materials, etc. A service cannot be as easily specified, nor can it really be demonstrated before using it. Nevertheless, for the purpose of analysis we can use three dimensions, among others, to describe services, including education.

I. Core – Peripherals: In any service concept, we can distinguish between the core service and the peripheral service. A typical example may be a flight from Detroit to Mexico City. In this case, the core service is the actual fact of being transported by air from one city to another. At the same time, the passenger receives more benefits, like in-flight service (meals, movies, drinks, magazines etc.), check-in and baggage-handling information, cleaning, general attitude of staff, etc. All of these aspects can be regarded as the peripheral service that can help a lot to differentiate one airline from another. Think of how this applies to education and how two schools that are supposed to be doing the same thing can in fact be very different.

II. Tangible – Intangible: Most aspects of services are intangible (incapable of being perceived, precisely defined, or identified; elusive) and education might be the most intangible of all. This is so, because you send your child to school today, but you may not see "results" or benefits until 25 years later, and you may not be sure about the "real" causes. Compare this to buying milk — just by drinking it you usually know if it was good or not or. Compare it with medical surgery — after a few months you normally know if everything is fine. The tangible aspects of education — like school building or books — can be very uninformative about the quality of education. Usually, the parents do not see the most important aspects of the educational process, and when they do it is not easy to assess their relevance. It can be very easy to misunderstand the isolated aspects they get from time to time.

III. Explicit – Implicit. In all services there are aspects that are communicated explicitly and others that remain implicit. For example, a school can offer a language vacation tour for children and be very explicit about the better knowledge of the language; at the same time, it is also offering the prospect of adventure and new experiences in a slightly less explicit way. The highly implicit benefit for the parents is to be by themselves for a couple of weeks and enjoy life in a different way. This last aspect can be as important as the other two in the decision to send the child on the language tour.

Expectations and Necessities Are Different

What is needed or necessary refers to something essential or indispensable for continuous existence or appropriate functioning; something required to achieve a certain result or effect. It is important to underline that needs are not always conscious. For example, you may need vitamin A and not be aware of it.

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"To expect" refers to: looking forward to the probable occurrence or appearance of something; to consider likely or certain; to consider reasonable; to consider obligatory, required. Expectations are usually conscious, though they may be public or private.

To give high quality service you need to know both the needs and expectations of parents and children:

1. Needs (academic, social, personal development, special services, knowledge of child development, operative and administrative).

2. Expectations (about their children, about your institution, about your teachers, etc.).

It is important to know that expectations are influenced by previous experiences, parents needs, personal communications (word-of-mouth), institutional image, and deliberate institutional communication.

QUALITY DIMENSIONS PERCEIVED BY PARENTS

1. **Internal or technical quality:** *What parents or clients received in their interactions with the institution; the outcome.* For example, the airline passenger will be transported from one place to another, the hotel guest will be provided with a room and a bed to sleep in, the medical patient has his appendix removed by the doctor, and so forth. This is the outcome of the service production process. It is what the client or parent is left with, when the production process, or educational process, and the parent-educator interactions are over. The internal aspect corresponds, in our case, to the HighlScope methodology in itself and to its outcome: appropriate development for children.

2. **External or functional quality:** *The way in which the service is delivered.* How a person receives the service and how he or she experiences and is affected by the simultaneous production and consumption process. For example, the airline passenger will not only be transported but will also "feel" the attitudes, the meals, the bathroom cleanliness, and so on. The hospital patient will experience the nurses manners (which are independent of doctors ability), the registry procedures, the billing procedures, and many aspects of the peripheral services. In the school case, the parent will feel many communication and operative procedures, will see educational events, evaluation reports, teacher's attitudes towards themselves and their children and so forth. This aspect corresponds to how you implement and deliver High/Scope methodology and your concept of service in education, whether you are conscious of it or not.

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Some Ways In Which You Can Influence the Perception of Quality

Service quality is evaluated by parents by what they can "experience" and judge personally:

1. The tangible elements of the organization;
2. The security they feel dealing with you;
3. the capacity to respond to their necessities;
4. Your empathy with their feelings and necessities.

You have to take advantage of any point of contact with parents (when they get their children each day in the school or in the bus, reports, special events, occasional contacts, etc.). Examples from Infantes y Crayolas will be provided.

Making intangible aspects tangible (For example, you have excellent music activities but parents do not seem to notice: you can make tapes, videos, reports, or you can have a singing opera on Mondays when they pick up their children.) **Reports** are very important for this issue. Specific examples from Infantes y Crayolas will be provided.

Making explicit the implicit.

Modulating and confronting unreasonable expectations about children's development or the outcomes of your service (lowering expectations and aligning them with your service offering).

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Components Of High-Quality Early Childhood Programs*

1. A child development curriculum
2. Low enrollment limits, with teaching/care giving teams assigned to each group of children.
3. Staff trained in early childhood development and an enthusiastic and knowledgeable administrator.
4. Supervisory support and inservice training for a child development curriculum.
5. Involvement of parents as partners with program staff.
6. Sensitivity to the noneducational needs of the child and family.
7. Developmentally appropriate evaluation procedures.

*Source: Schweinhart, L.J. (1988). *A School Administrator's Guide To Early Childhood Programs.* Ypsilanti, Michigan: The High/Scope Press.

The components of high-quality early childhood programs correspond, mainly, to internal or technical quality (outcome related criteria).

The Six Criteria of Good, Perceived Service Quality*

1. Professionalism and Skills
2. Attitudes and Behavior
3. Accessibility and flexibility
4. Reliability and Trustworthiness
5. Recovery
6. Reputation and Credibility

*Source: Grönroos, C. (1990). *Service Management and Marketing.* Lexington, Ma.: Lexington Books.p.47

For complete details on these criteria, please see *Service Management and Marketing* by C. Grönroos, page 47.

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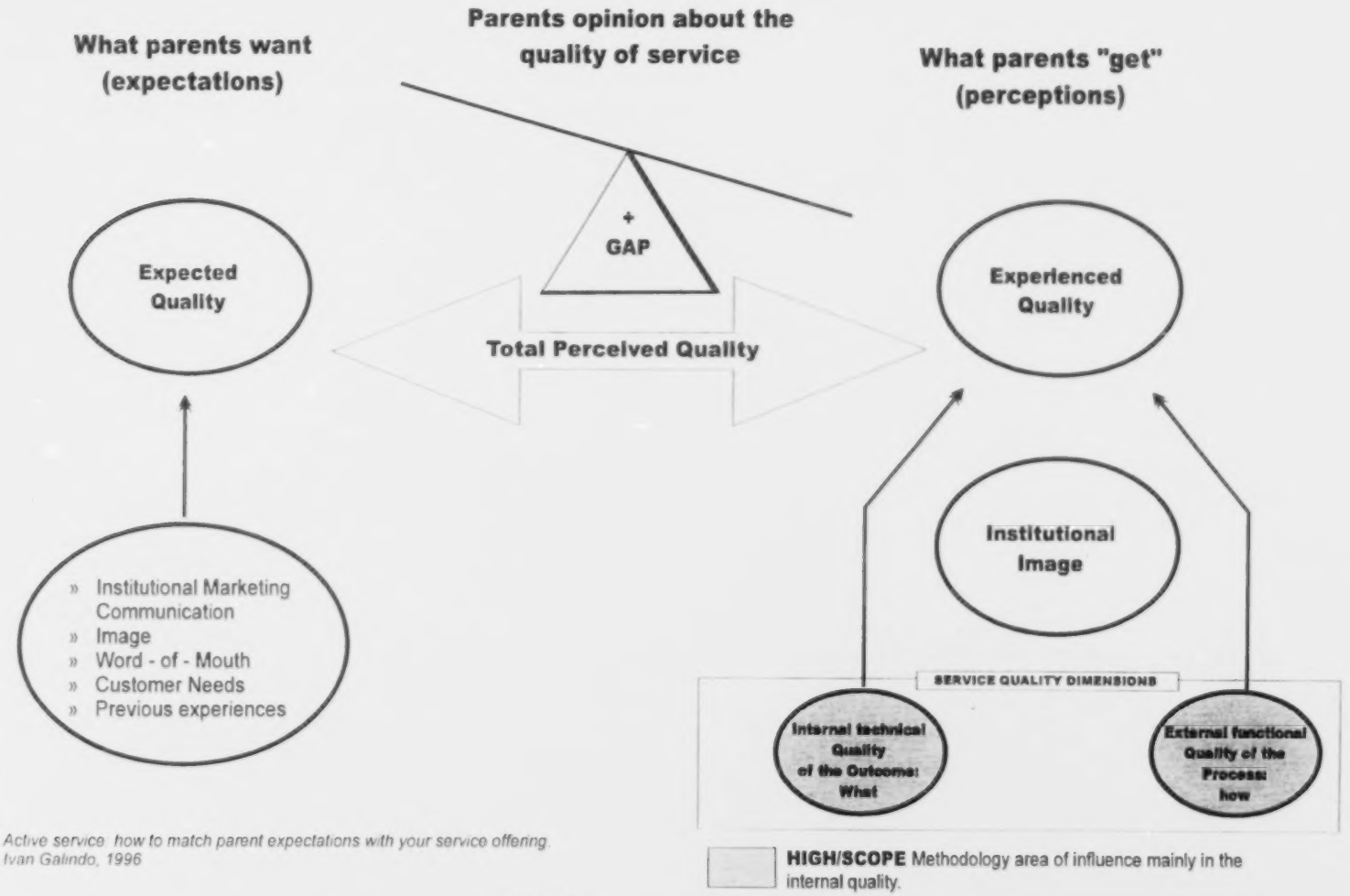
PARENTS TOTAL PERCEIVED QUALITY AND HIGH/SCOPE AREA OF INFLUENCE



Active service: how to match parent expectations with your service offering.
Ivan Galindo, 1996

HIGH/SCOPE Methodology area of influence mainly in the internal quality.

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Accelerated High/Scope Training in Child Care for Welfare Reform Partners: A Collaborative Plan That Works

M. Katie Gerecke
Child Development Faculty, Mt. San Antonio Community College,
Certified High/Scope Trainer, Early Childhood Educational Consultant,
Past President of California High/Scope Educators, Claremont, California

Patricia J. Pruden
Consultant, Past Administrator Hacienda La Puente
Unified School District Child Development Programs,
Faculty Associate, Claremont Graduate University Teacher Education

In this session, participants will learn to define their training needs as they seek to meet the demand for more child care services and create partnership opportunities for low income/welfare recipients interested in stepping onto the career ladder of quality education for themselves and the children they wish to serve. Participants will also have an opportunity to compare the traditional entry level college teacher training patterns with the High/Scope Approach and we will explore the steps required to bring about a replication of this nationally recognized vocational training.

Notes

(Handouts for this session continue on the next page.)

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Accelerated High/Scope Training in Child Care for Welfare Partners:

A Collaborative Plan That Works

Defining the Problems and Seeing the Possibilities

Agency

- "Education Anxiety" of clients
- Expansion: teachers needed
- Inability to see self as a teacher
- Time needed to get 4 entry level classes often takes one year or more.
- Intermittent, non sequential classes do not create experiential learning intervention.
- Candidates' lack of money for fees, books, transportation and child care.
- How could our multi-racial, multi-lingual staff and parents ages 20 to 60 years; with education from elementary through high school diploma become a part of the solution?

Community College

- Population seen to have varied and somewhat limited literacy, language and educational experience.
- Child Development classes full.
- Classes defined by specific hours, content & unit value.
- Core classes are in semester sequence.
- College requirements limits options for alternative opportunities.
- No financial help for population.
- Child care unavailable to population.

What if there were a way to. . .

- Work with college and community to design an intervention that would increase the quality and preparedness of entry level teachers?
- Fund the classes from expansion start up money?
- Provide resources: child care, resource material, work experience for non employed; funding for books, fees and Children Center Permit costs?
- Hire the participants upon completion?

What if we could. . .

- Meet a new population on their ground?
- Use our education resources more efficiently by redesigning them?
- Create one semester of accelerated core classes?
- Re-examine regulatory requirements as related to external contract classes?
- Create a one semester program that consisted of 12 units of core required integrated classes with work experience taught in a user friendly and familiar environment for classroom assistants and Head Start Parents who had one year of classroom experience?

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Seeking the Solutions: Developing a Plan

Agency

We wanted well prepared entry level teachers. We sought to support talented and able low income classroom assistants and parent volunteers (clients). We determined to create an educational intervention. An experience that would:

- Build a solid, applicable child development knowledge base.
- Develop a way to engender teachers with a strongly child related and child appropriate teaching style.
- Create personal and professional confidence.
- Transform personal and professional identity.
- Help our clients get a firm step on career and educational ladder.
- Develop a salient, successful, replicable model

College

We wished to create a one semester comprehensive integrated core unit learning experience for non-traditional students to meet the 12 unit requirement on the California Child Development Permit Matrix for entry level teachers. We sought to:

- Create a contract class that could remove barriers including waiver process.
- Delay entry assessment exams until students were initially successful.
- Integrate work experience with classroom work.
- Extend the collaborative learning model.
- Integrate, audit course work, teach actively as a team modeling a developmentally appropriate methods using a High/Scope Approach.
- Execute contract with Child Development Agency.

Accelerated High/Scope Training in Child Care for Welfare Partners: A Collaborative Plan That Works

In California, the required entry level education for preschool teachers in twelve unit "Core Classes" are Child Growth and Development, Principles and Practice A, Home Child and Community and Principles and Practices B. The combined format of two eight hour weekend intensive classes with 30 hours of weekly class work over a period of twelve weeks created six units of study met this requirement. Two classes were taught at a time. The class met three times a week in the late afternoon for two hours and forty-five minutes, a weekly total of seven hours and thirty-five minutes. A thirty minute weekly Work Experience Planning and Evaluation class for observation and planning with a work experience teacher was ongoing.

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Recruitment and Support

Agency

Prioritized and recruited project clients:

- 1st.: Classroom child development teaching assistants and Head Start/State Preschool Parents with one year as classroom volunteer.
- 2nd.: Head Start/State Preschool Parents with no less classroom time.
- 3rd.: Employable interested, preferably bi-lingual community members.
- 4th.: Persons from other Head Start or CDE Child Development programs.

Provided support:

- Paid release time from work.
- Extended child care hours for enrolled children.
- A classroom facility, and equipment.
- Work experience: assigned participants to classes.
- Placed texts and resource material on loan.
- Contract and payment for 12 Child Development & 2 Work Experience units for up to 50 students.
- Facility; AV equipment, printing, publicity and materials.

College

Facilitated student entry:

- By developing contract protocol that permitted delay of assessment and entry requirements while giving credit as earned to client/students.
- Supported use of ESL and sheltered language strategies to increase comprehension and facilitate test taking.

Provided support:

- On site application, registration, waiver for health & student Body dues.
- Gradual introduction to the college campus by providing Saturday location for two 8 hour class intensives.
- Assistance to students for funding text purchase.
- Carefully integrated course of study for content integrity.
- An interested, committed High/Scope faculty team.
- Articulated program to departments to reduce confusion and increase cooperation.
- Reduction or elimination of barriers to student and program success.

It was done. It worked! All but two of the first trainee cohort were employed as full time teachers or classroom assistants. They were by far the finest entry level professionals ever hired by the agency! And we did it one more time with equal success.

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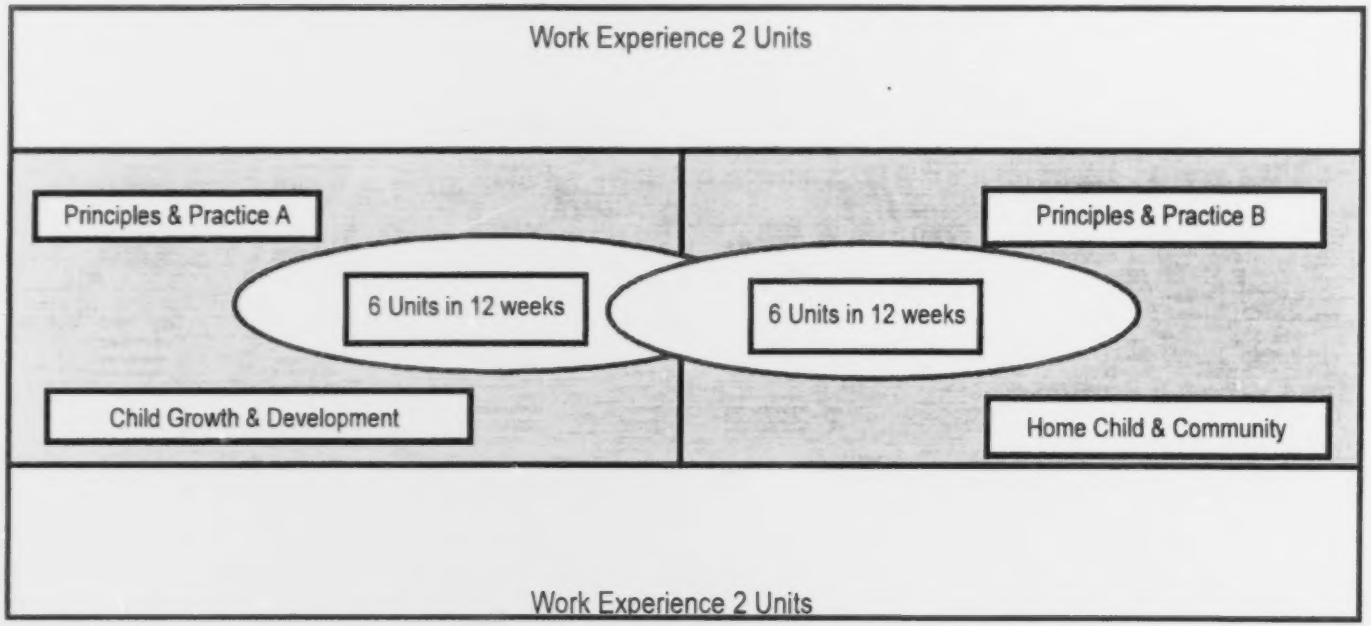
Accelerated High/Scope Training in Child Care for Welfare Reform Partners:
A Collaborative Plan That Works

Required Course Work for Entry Level California Children's Center Permit Teacher
12 Core Child Development Units and 4 Work Experience Units presented in One Semester


Work Experience 2 Units
Principles & Practice A
6 Units in 12 weeks
Principles & Practice B
6 Units in 12 weeks
Child Growth & Development
Home Child & Community
Work Experience 2 Units

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Accelerated High/Scope Training in Child Care:

A Collaborative Plan That Works

The Logistics

Major: Developing the Plan

The Task	Responsibility	Time Factor
Be open and flexible — see the possible.		
1. Identify the population to be served.	•	•
2. Assess clients interest, resources, and barriers regarding training project.	•	•
3. Determine community need for Child Center Permit entry level teachers.	•	•
4. Assess agency (agencies) interest, resources, and barriers regarding participation in training project.	•	•
5. Identify and assess interest of partners: ✦ Education Partners: ROP; Adult Ed., Community College Child Development ✦ Support Services Partners: D.S.S., ✦ Child Development Partners: Licensing; Head Start Grantee/Delegates; R & R's; CDE Child Development Programs; Social Services Child Development/Child Care service; Family Child Care and Alternative Payment Programs ✦ Critical Community players	•	•
6. Bring Partners together to: ✦ define the problems. ✦ see the possibilities. ✦ find common ground. ✦ know and agree upon what is sought. ✦ create a vision.	•	•

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7. Keep the upward communication channels open within your agencies/institution (your place). ✦ Find out: ✦ how change comes about. ✦ who has responsibility for what ✦ how contracts/agreements are made and the time it takes to execute ✦ learn the business calendar ✦ Understand how success appears to others within your environment. ✦ Look for support and partnerships ✦ Assess the climate, mood and the players.	•	•
8. Partners return with the approval of their agency. They seek solutions; remove barriers and create outcomes of their collective vision	•	•
9. Create the plan ✦ see it from beginning to end. ✦ identify resources of each partner. ✦ set time lines.	•	•
10. **All partners write up detailed proposal for respective "place" to present to immediate supervisor for review, exploration; critic, support and next step.** Assuming positive outcome seek assistance and support in steering through administrative and governance protocol for approval and subsequent action.		

Accelerated High/Scope Training in Child Care:

A collaborative Plan That Works

The Logistics

Minor Start Up Check List

The Task	Responsibility	Time Factor
1. Determine specific outcomes.	•	•
2. Survey prospective clients for interest.	•	•

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3. Recruit additional participants (clients).	•	•
4. Determine possible barriers for clients.	•	•
5. Seek to reduce or eliminate barriers.	•	•
6. Inform and invite support from vested parties, i.e. unions, etc.	•	•
7. Recruit training and support staff and	•	•
8. Identify actions needed to get plan going. ✦ Execute contract. ✦ Identify logistics of time, place, space and equipment for classes and intensives. ✦ Establish time lines & corresponding dates. ✦ Identify key players in administrative areas responsible for play, registration, credit, records, etc. ✦ Design revised course of study & get necessary approvals. ✦ Order necessary texts, materials and equipment. ✦ Determine work schedules, child care needs & personal resources liaison.	•	•
9. Facilitate availability of child care.	•	•
10. Plan and present orientation for clients.	•	•
11. Locate, coordinate and schedule work study. Include finger prints & T.B. clearance.	•	•
12. Facilitate off site application, registration, and assessment waiver with college system.	•	•
13.	•	•
14.	•	•
15.	•	•
16.	•	•
17.	•	•

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How Brain Research Validates the High/Scope Approach

Sherry Gill
Early Childhood Support Teacher, Amarillo Independent School District Pre-K, High/Scope Certified Trainer, Amarillo, Texas

Linda Webb
Early Childhood Support Teacher, Amarillo Independent School District Pre-K, High/Scope Certified Trainer, Amarillo Texas

Active learning, environment, adult-child interaction, daily routine, and assessment—the components of the High/Scope Approach are also important factors in the latest brain research. This session will give participants the basic information on brain development and learning and how this information correlates to the components of the High/Scope Wheel. As educators this information validates the importance of the High/Scope Approach.

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Sharing Control With Children in the Classroom

Michelle Graves
Consultant, High/Scope Foundation, Ypsilanti, Michigan

This session will look at ways adults share control with children to create a partnership atmosphere in the classroom. Strategies for incorporating both adult and child ideas and suggestions for room environment and daily routine will be discussed.

The Toys from Home Dilemma—One Teaching Team's Perspective

By Michelle Graves, High/Scope Consultant and Mentoring Teacher;
Rod Snodgrass, High/Scope Demonstration Preschool Teacher; and
Eileen Storer, High/Scope Demonstration Preschool Teacher

Classroom teaching is a daily adventure filled with joys and opportunities, as well as challenges and problems. Resolving the many issues that arise in day-to-day teaching is part of the responsibility we assume as classroom teachers. Some of these issues are relatively clear-cut. For example, few teaching adults or parents would argue against a policy of serving healthy, nutritious food, even though children might prefer the taste of cupcakes and lollipops. Other issues and problems involve conflicting needs and viewpoints and are less easy to resolve. In such cases, teaching team members often feel that any solution they choose will disappoint or frustrate someone—either children, their parents, or the teaching adults.

In this *Extensions,* we deal with one such complicated issue—what to do when children bring toys from home to the preschool classroom or center. The articles focus on the actions and decisions of the teaching team at High/Scope's Demonstration Preschool, a team consisting of co-teachers Eileen Storer and Rod Snodgrass and mentoring teacher Michelle Graves. We describe the ways team members thought through this issue as it surfaced on the first week of school, the decisions they made, and the outcomes of those choices. Our intention in sharing this experience is not to imply that all programs should handle toys from home exactly as we did. Instead, this article and the articles that follow illustrate a step-by-step process you can use to examine the choices you make about any issue that arises in your work with children. Using this process, you can work out solutions that are compatible with curriculum principles and respectful of the needs of both child and adults.

The issue of toys from home surfaced the first week of school. On those beginning days, children entered the classroom with favorite blankets, stuffed animals, dolls, and a variety of action figures, including monsters and dinosaurs. In some cases, parents apologized about the toys their children

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had brought in, telling us they had tried unsuccessfully to get children to leave the toys at home or in the car. This presented us with a dilemma: Should we allow children to bring in their favorite toys, knowing we had no control over the quality and appropriateness of these play materials? Were we ready for the conflicts that could erupt if children were pressured to share their special toys with others? Or should we simply insist that toys from home have no place in our carefully planned early childhood learning environment?

In the rest of this article we will discuss how the team approached this dilemma by using a team process **guided by curriculum values.** As we describe what happened, we'll discuss both the **aspects of the High/Scope Curriculum** that guided our thinking and the **details unique to our situations** that had to be considered as we made decisions. We'll begin each section by highlighting a key curriculum principle that is reflected in the events we describe.

- **Teamwork is an active, participatory process. Team members establish supportive relationships with one another as the foundation for team problem solving.**

To resolve the toys-from-home issue, the first big hurdle we had to overcome was our own newness to each other as a teaching team. While we all had experience in the High/Scope approach prior to working together in this setting, we still worried about the effects of our decisions on our own newly developing working relationship. Would one person's opinion carry more weight than another's? Would we be able to reach a compromise if we didn't agree? Would we be able to effectively communicate the rationale for our decisions to children and parents?

Adding another dimension to these worries was the fact that our team represents the High/Scope approach to countless visitors who observe the Demonstration Classroom each year. We couldn't help but wonder how our decisions about toys from home would affect what our visitors saw when they observed our program. Would we be representing the High/Scope Curriculum accurately to other educators?

As we resolved to delve more deeply into the issues surrounding toys from home, we realized we had to set aside our concerns about the visitors and instead focus on our own teamwork. Two teamwork strategies emphasized in the High/Scope framework are **communicating openly** and **respecting individual differences.** Thus, in our discussion of this issue, we tried to learn as much as we could about everyone's experiences and points of view. We took turns talking about our previous experiences—a school where the policy was simply "No toys from home allowed," and another school where bringing toys was permitted but where children were limited to using them for short segments of the morning. We also listened carefully to the reasons why these decisions were reached. The school with the "No toys" policy served families in a wide income range and there was an issue of "haves" versus "have nots"; teachers in the school that allowed the toys, but only for short time periods, had set this policy because they felt the toys interfered with the children's ability to make detailed plans (they had observed that sometimes children held off making their plans because they were waiting to see what the "toy of the day" would be). In listening to these accounts of each teachers' experiences, we kept the lines of communication open

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by being attentive and patient with each person's point of view. This respectful approach quieted our initial concerns that one person's opinion would be given more weight than another's, freeing us to focus on the children and other aspects of the curriculum.

- **Positive interactions with others are an essential element of supportive environments for children.**

Our interactions with children and parents the first week of school made it clear that bringing toys from home was an emotional issue for many of them. Some parents told us children cried when asked to leave their toys in the car or at home. Children would sometimes talk to us "through" a special toy (pretending it was the toy talking) or use favorite items as conversation starters with peers. Our training in the curriculum had stressed the importance of being sensitive and responsive to parents' and children's basic emotional needs. Keeping this principle in mind, we considered our observations about children's attachment to the toys, knowing as well that for many children this was a first experience outside of home. Together, these factors helped us decide that allowing children to keep the items close was one way to develop trusting relationships with children and their parents. We felt it was important to establish a positive climate for initial and future interactions, and we viewed our decision as one opportunity to accomplish this goal. Once the decision was made, we looked to the curriculum for further guidance in dealing with classroom issues that might arise as a result of our decision.

- **Teaching adults use a problem-solving approach to deal with everyday classroom conflicts.**

We realized our decision to include toys from home might result in additional conflict in the classroom. Rather than view possible conflicts in a negative light, however, we decided to use them as opportunities to help children learn to solve problems. Sure enough, conflicts did arise! Certain kinds of toy-related situations were frequent sources of conflict. For example, sometimes children wanted to use other children's special toys; at other times, toy owners wanted to share their toy with certain children while excluding others; and occasionally, a treasured personal item was lost, misplaced, or damaged. In situations like these, we maintained our commitment to the principle that, with support, children can resolve interpersonal conflicts. In the beginning we spent a lot of time using High/Scope's **conflict resolution process** with children who were upset or fighting about a toy. Typically, for example, a classroom adult would calmly approach the children having the conflict, sitting or kneeling at the children's level. Then, holding the disputed toy to keep it "neutral" and keeping voice and body language calm and reassuring, the adult would acknowledge children's feelings. ("You're really sad." "You wish you could hold it, too." "It's hard to give up your special toy.") As the children calmed down, the adult was able to gather information about the conflict ("You just want to hold it until cleanup"), restate the problem from children's perspectives (" 'Till cleanup seems too long?"), ask them for solutions ("How long can he hold it?"), or offer suggestions when children could not think of solutions on their own ("Maybe while you wait, you could hold one of the school dinosaurs?"). Later, as children had returned to the activities, the adult stayed "on alert," ready to offer follow-up support and encouragement, if necessary.

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As children became familiar with this process, we noticed that conflicts over the toys brought from home began to decrease. As the school year went on, certain children even began to take on the mediating role previously taken by adults. It was not uncommon to hear Jake say, "Uh-oh, we have a problem—but I think we can find a solution" or to see Bobby offer Elia his favorite toy for comfort when he was feeling upset.

- **Adults and children form partnerships with one another and engage in a process that leads to unexpected discoveries.**

As adults using the High/Scope approach, we understood that one of the roles we play in supporting children is to follow their interests and ideas, playing and conversing with them in a give-and-take style. The items individual children brought from their homes gave us many insights about what was truly important and of interest to them. In addition, children were often better informed than we were about these items, and these child-owned materials often led to classroom conversations in which children had the opportunity to be the "experts." For example, when Jenna and Elia brought in their own plastic velociraptors, they told us a lot we didn't know about these small dinosaurs, and the day Rebecca brought in a plastic lantern from home, she shared what she knew about her family's experiences with winter camping and the proper equipment needed to stay outdoors in cold weather.

- **Observations of children form the basis for assessment and guide adults in making plans for the next day.**

Our decision to accept toys from home in our classroom had a continuing impact on program activities throughout the year. We learned a great deal about how children negotiated the social issues of sharing and solving problems, as well as about their continuing development in other important areas. We reflected on these behavioral observations in our daily planning sessions, interpreting them in terms of the key experiences and the High/Scope Child Observation Record (COR) for Ages 2½ to 6. Based on these discussions, we were able to develop specific strategies for supporting individual children's development. Children's experiences with toys from home also inspired us to select additional, related materials for the classroom and to plan related activities for various components of our daily routine. In "Classroom Hints," next, we describe these plans in more detail.

These added materials and plans are among the many ways our program was enriched and changed as the result of our decision to include children's toys from home. The toys became a vehicle for integrating children's home lives into the school program, a process that yielded useful insights about children's true interests while creating many learning opportunities. While your teaching team may ultimately arrive at a different policy for dealing with toys from home, we recommend that you follow the team process illustrated here to explore this or any other classroom issue. Through this process you can arrive at solutions that reflect an active learning approach to education and that meet the specific needs of your children, parents, and teaching adults.

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Storytelling with Persona Dolls

Debbie Handler
Field Consultant, High/Scope Foundation, Colleyville, Texas

Come discover Persona Dolls and their uses for storytelling. The stories are based on real life issues that are important to children.

> *Be calm;*
> *dry the living springs that fill*
> *your children's eyes.*
> *Console them with stories."*
> From Greek play "*Heracles*", Lines 97-102
> Translated by Gilbert Murray

Adopting Your Persona Doll

1. Choose a doll. Develop the identity of the persona doll. (i.e. culture, language, extended family, where they live, family structure — parents & siblings, names and ages.) Be aware of any possible stereotypes that you included in the life history. Dolls should reflect the children in the classroom.

2. Name the persona doll. Develop personality characteristics of the persona doll.

3. Identify possible anti-bias issues in your classroom.

4. Your persona doll can help address these issues and be used as a problem solving tool with your class. (For example, a child in a wheelchair is enrolling in your classroom. A persona doll in a wheelchair could help the children in your classroom understand issues involved.)

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Telling the Story

The stories associated with the persona doll are based on real life issues that are important to children. It can vary from a child taking a toy away to a child losing a parent.

Introduction: The first time you introduce the doll, you will tell the doll's identity and life history. Once the children are familiar with the doll, you will only need to remind them of a few characteristics.

Problem Set-up: Let the children know that there is a problem that needs solving.

Identify Feelings: The ability to identify feelings and understand how actions make others feel are part of the process of using persona dolls.

Problem Solving: Ask the children to help solve the problem.

Solution: Always come up with an ending that resolves the problem for the persona doll taken from the suggestions of the children.

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A High/Scope Approach to Home Visits

Brenda L. Hanthorn
Field Consultant, High/Scope Foundation,
K-3 Teacher, School District of Lancaster, Manheim, Pennsylvania

This session addresses the need to support the families of preschool children through the use of home visits. We will discuss ways to provide a supportive climate and provide ways for the family to develop play and language with their children. This program is currently being used in an urban school district preschool.

Establishing a Supportive Climate With Parents
(Educating Young Children p. 79)

Sharing control with parents
—Take cues from parents.
—Participate with parents on parents' terms.
—Learn from parents.
—Give conversational control to parents.

Focusing on family strengths
—Looking for family interests.
—Look at situations from parents' perspectives.
—Find out about children's interests from parents.
—Plan around family strengths and interests.

Forming authentic relationships with parents
—Show genuine interest in parents.
—Respond attentively to parents' interests.
—Listen carefully and respectfully to parents.
—Give parents specific feedback.
—Ask honest questions and respond to questions honestly.

Making a commitment to supporting family play
—Encourage parents' plan with their children.
—Learn about families by watching and listening to parents and children play together.

Positive Outcomes of Home Visits
(Supporting Young Learners p. 158)

- The home visit is an event that both children and parent look forward to.
- Communication between home and school improves.
- The teacher becomes a friend to the family.
- The teacher gets to know the parents' interests, needs, and strengths.

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- Parents improve the interaction strategies they are using with their children.
- Parent-child communication improves.
- Parents use strategies with their child at home that are similar to those used at school by the teachers.
- Parents develop a lasting interest in children's school progress that will enhance their children's future school experiences.

Concerns Parents May Have About Home Visiting
(Supporting Young Learners p. 152)

- They are afraid the home visitor will judge them.
- They are afraid the home visitor will tell them what to do and give them "homework".
- They don't feel they have the right toys.
- They can't afford educational materials.
- They are ashamed of their homes.
- They don't want their child rearing methods questioned.
- It's an inconvenience to have someone over regularly.
- They don't need home visits.
- They have a demanding job or social life that takes all their time.
- They can't focus on child rearing issues because they have pressing problems (finances, health, job loss, a family member's substance abuse) that sap their energy.

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Planning Strategies For Children With Non-Verbal Skills In A High/Scope Preschool Classroom

Beth Hicks
Teacher in Preschool Program for Children with Disabilities
LaVega Primary, Waco, Texas

Jessica Wilds
Teacher in Preschool Program for Children with Disabilities
Education Service Center Region 12, Temple, Texas

Participants will be provided with strategies for assisting low and non-verbal children in communicating plans during planning time. They will have an opportunity to make a communication device which they may take back for use in their classrooms.

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COR-PC and COR-Mac: The Computerized Versions of the High/Scope Child Observation Record

Charles Hohmann
Elementary Curriculum Coordinator, High/Scope Foundation, Ypsilanti, Michigan

A hands-on training session for those interested in using the computerized version of the COR, the COR-PC, and the COR-Mac. Designed for people with little or no computer experience, the main features of the COR-Mac and the IBM compatible COR-PC will be covered. Working at individual computer stations, participants will start up the COR-PC and COR-Mac, add class information, enter and score anecdotes, print out child or classroom summaries and graphs, and make parent reports, all in our own COR-PC and COR-Mac lab. Remember, this session is a training session for the COR-PC and COR-Mac, not a session on the COR itself.

Note: You must preregister for this session. Space is limited. Please preregister at the Conference Registration Table for one of the three scheduled offerings on Thursday, if you have not already done so. An additional materials fee of $20.00 covers the added cost of the computer facilities; however, [illegible] of this fee may be credited towards the purchase of the COR-PC software box -- limit: **$10 per box.**

Anecdotes to Enter on the COR-PC/COR-Mac

1. Outside, put all the large rocks in one pile and all the small rocks in another, telling Stevie, "These ones are still too small."

2. At clean-up time, put all the dress-up clothes back on the hooks without being asked.

3. At greeting circle, told Beth, "My book is a little bit bigger," when really it was the smallest book.

4. At snack, told Becki about going to the grocery store and buying a "surprise secret cake" for her mom's birthday, and about how she made the placemats for the party.

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5. At planning, told Beth, "Well, I want to make a bow and arrow, but first I have to find a good stick and then cut the yarn and tape it to the end of it to make it stay on the stick part."

6. At work time, built a "house" with a "porch, baby room, sidewalk, and window" out of the large hollow blocks.

7. Outside, asked Jaleesa if she wanted to play with her on the tire swing.

8. At work time, patted on her knees to the beat of the Sneaky Snake music she put on the tape recorder.

9. At small group time, counted out 6 pegs from the basket.

10. At work time, told Paul, "That makes me mad!" when he knocked over her block tower.

11. At small group time, made up a story "All about my family." Wrote the words "MOM," "DAD," and "ARVO" in her book.

12. During work time, tried to get her dress-up skirt to stay up, first pulling it way up to her armpits, then tucking it into her pants, and finally using masking tape and taped it to her shirt (and was successful).

13. Outside, told Sam, "Teacher, she took my bike and I want it back."

14. At work time, painted a picture of a "scary monster" with a "head," "body," and "scary teeth."

15. Zipped up her own coat before she went outside.

16. At work time, in the house area, told Julia, "Not there, look behind that blue dress," to find the yellow lunch box.

17. At work time, picture read the *Are You My Mother?* book to L.J.

18. At work time, told Becki, "Teacher, will you come and play with us? You could come and visit our cabin and we'll make you some supper."

19. At work time, threw beanbags up in the air and caught them.

20. Told Sam she wanted "some cheese" but "not any crackers" at snack time.

21. At work time, arranged five crayons on the floor from largest to smallest.

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22. At work time, took all the blocks off the shelf, got a blanket and a pillow, and put them on the shelf. Climbed on the shelf and said "SHHHH, now I'm going to take a little nap in my bunk bed."

23. At large group time, told Beth, "I want to sit by Douglas. He's my best friend."

24. Came into school saying in a high voice, "Meow, I am a baby lion and I'm gonna be in your school today," and crawled over to the greeting circle area.

25. Followed Becki's two-part verbal directions to put her hands on her head and then her knees, her ears and then her feet.

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When We Disagree: Creating Problem-Solving Dialogue with Staff and Parents

Mary Hohmann
Senior Consultant, High/Scope Foundation, Ypsilanti, Michigan

Jackie Post
Field Consultant, High/Scope Foundation, Ypsilanti, Michigan

Establishing a supportive climate for young active learners involves partnerships between teaching team members and between team members and children's parents. When adults have distinctly different expectations and beliefs about what is best for children, these relationships can falter. This session will explore ways to use such disagreements as opportunities to listen, learn from each other, problem solve, and strengthen relationships with families and team members.

Steps for Solving Problems and Resolving Conflicts

1. **Approach calmly:** Observe as you approach, prepare yourself for a positive outcome. Be aware of your body language; it says a lot about your intentions and feelings. It is important to be neutral in order to respect all the points of view. If you do not feel able to stay neutral, use an "I" statement ("I'm so angry because hitting hurts people") and delay the problem-solving process until you are able to be neutral.

2. **Acknowledge feelings:** Give recognition to the feelings the children are expressing, by using simple, descriptive words ("You seem angry/sad/upset"). Use words that also reflect the *intensity* of their emotions ("You are very, *very* upset"). This will ultimately help the child "let go" of the feelings, although the feelings may briefly increase in intensity before they subside. This "emptying out" is an important step that must occur before children can think clearly about solutions. Once children have "let go" of their feelings, let them know that you think *they* can figure out a way to solve their problem.

3. **Gather information:** Tell children you want to hear from each of them. Ask open-ended questions that help them describe the details of the *actions* or *materials* that are part of the problem (not "*Why* did you do this?" or "How do you think she feels?" — such questions are too abstract). Listen carefully for the details and needs children are describing; they are the key to finding the solution.

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4. **Restate the problem:** Using the details and needs children have described, restate the problem, clarifying any issues by asking for more detail, and reframing any hurtful language. (For example, "You can't play 'cuz I hate you" can be reframed, "You are very angry and you want to play alone?") Check with the children to see if they agree that you have identified the problem.

5. **Ask for ideas for solutions and choose one together:** Respect and explore all of the children's ideas, even if they seem unrealistic, considering how each might work. Help children think through the specifics of cause and effect so that complicated or general solutions become concrete and possible to carry out. Children may suggest, for example, "They can share." A suggested solution like this needs further exploration so that the actions that will happen are clear to all concerned.

6. **Be prepared to give follow-up support:** Children may need help in implementing the solution, or difficulties may arise because one of the children is still carrying angry feelings that need further acknowledgment. Check with each of the children to see if the problem has been solved, especially children who have been very upset.

Related Reading: Strum, Connie. 1997. "Creating Parent-Teacher Dialogue: Intercultural Communication in Child Care." Young Children 52, no. 5,34-38, (July).

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"Let's Do That Again!" Cycles of Learning in Early Childhood Play

Mary Hohmann
Senior Consultant, High/Scope Foundation, Ypsilanti, Michigan

When early childhood caregivers and teachers observe children returning again and again to the same kind of play, they often worry that children are wasting their time with the familiar and avoiding the challenge of learning new things. To understand the significance of repetitious play, this session will explore why repetition is a valuable early learning experience, what young children gain by it, and how adults can support the process.

"Let's Do That Again!" Cycles of Learning In Preschool Play

From ReSource —Winter 1998
(Available From the High/Scope Press.)

✦At outside time, two giggling preschoolers, Megan and Carleen, and their teacher, Beth, play with a large colorful parachute made of rip-stop nylon. The two children have made up a game in which they grasp the handles of the parachute, run in a circle, and fall into the parachute's center. After a pause for rest, one of them says, "Let's do that again!" They then untangle themselves, find a handle to grasp, and start all over. As they repeat the game 12 times, several other children join them, and they introduce slight variations—running in the opposite direction, holding two handles instead of one, covering themselves up with the parachute after they fall, and saying "I'm not ready yet!" as they reposition themselves for the next round.

✦At work time, Lettie and Tony hand Carol Ann, a teacher, the book, Caps for Sale (by Esphyr Slobadkina). "You read," they instruct, "and we'll do the caps and stuff." As carol Ann reads, Lettie and Tony pile "Caps" (circles of gray, brown, blue, and red cloth) on her head "`cause you're the peddler and we're the monkeys." When the "peddler" falls asleep, the two "monkeys" steal all but one of the "peddler's" caps and take them up into the "tree" (a stack of large hollow blocks they have built). When the "peddler" throws her own cap down, the "monkeys" throw all their caps down out of the "tree," then hurry down the "tree" themselves and help the "peddler" put all the caps back on her head. As soon as Carol Ann comes to the end of the story, Lettie and Tony say, "Read that again!" She does, and during the same work time they read and reenact Caps for Sale four times.

✦At small-group time, Zachary holds a piece of stiff but not very thick tag board and carefully cuts fringes along the edges. When

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he has fringed each edge, he selects another piece of tag board and again cuts fringes along each edge. (Other children in his small group are cutting strips, gluing, and drawing.) He continues cutting fringes throughout small-group time and into the beginning of large-group time, which follows.

In the course of their exploration and play, when preschool children like Megan, Carleen, Lettie, Tony, and Zachary discover and begin to master actions and experiences of particular interest to them, they tend to return to these actions and experiences over and over agin. Repetitive action sequences are a natural outgrowth of active learning as children make choices and decisions throughout the day about what to do, whom and what to play with, and how to use materials. Further, such action sequences are fundamental to preschoolers' learning process, because they serve as units of learning that children master through repetition. As children work with materials, certain experiences crystallize into patterns of actions that children repeat again and again in cycles of increasing mastery. When preschool teachers observe children returning again and again to the same kind of play, however, they often worry that children are wasting their time with the familiar and avoid the challenge of learning new things. To help teachers understand the significance of children's repetitious play, this article explores three questions: Why is repetition in preschool a valuable learning experience? What do children gain by it? And how can adults support the process?

Why is Repetition In Preschool A Valuable Leaning Experience?

Every preschool teacher has almost surely witnessed a child returning by choice to a previous action or experience—for example, doing a dinosaur puzzle over and over again; making a series of "birthday cakes" from play dough and wooden pegs and finding someone to sing "Happy Birthday" to; spending time each work time rocking with a friend in the wooden rocking boat; requesting and playing "Pass the Beanbags" for several weeks at large-group time; filling a wagon with leaves, nuts, stones, sand, sticks, and grass at outside time, dumping it all out, and beginning all over again; sliding down a snow-covered slope on a plastic toboggan, then pulling it up the slope and sliding down again.

Children seem to engage in repetitive play cycles when they discover an action or task that is challenging enough to hold their attention, yet familiar enough to do successfully and satisfying enough in its outcome to be rewarding. For example, a preschooler would find balancing on a board-and-block bridge 3 inches off the ground challenging, thrilling, and possible. Too much challenge, however, will result in frustration, while too little will lead to boredom and disinterest on the part of the child. So the role of repetitive play is to fill in that "workable space" between too much challenge and too little. Within this space, the action sequences children choose to repeat often result in valuable problems solving and learning experience as children add to and vary what they are doing. For example, it is not unusual for a preschooler to vary the process of assembling a wood-frame puzzle as he or she completes the puzzle over and over again. Such variations typically include fitting the pieces together through trial and error; fitting the pieces together with assurance; completing the puzzle outside the frame; doing the puzzle

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with eyes closed. Similarly, as Lettie and Tony reenacted the story of *Caps for Sale*, they introduced slight variations during each subsequent round. At first, for example, they threw all the "hats" down from the "tree" at once. In later reenactment they decided to throw the hats according to color. They also readjusted the blocks in their "tree" to make spaces for sorting the "hats" by color.

What Do Children Gain Through This Experience?

Children gain a sense of mastery from the actions and experiences they choose to repeat. As they engage in repeated actions—going around in a circle, fitting puzzle pieces together, stringing beads, scribbling, finger-painting, splashing, pouring, pounding, climbing, running, jumping, pumping, balancing, singing—they find the results both physically and emotionally satisfying. The more children repeat an activity, the better they become at doing it. "I can do this!" the child observes and then continues with the task because it is satisfying to do something well. As they repeat actions, children also strengthen and expand their intellectual capacity. That is, they form and use schemas (ideas, brain pathways) that can assimilate (incorporate other known and somewhat similar actions) and accommodate (change slightly to fit with new actions and ideas). As she writes about brain development, educator Pam Schiller (1997) points out that "researchers have determined that some memories actually do exist physically in the brain. When behaviors are repeated numerous times, the brain forms a physical manifestation of the behavior called a biological substrate." As children feel the need to repeat satisfying action sequences, those actions gradually become ingrained (fixed in the neural pathways of the brain), and therefore, the child can freely apply them in new situations and experiences.

Consider the actions of Zachary, a child introduced earlier. What does Zachary gain from cutting all those fringes? To begin with, he experiences the satisfaction of mastering the deliberate physical act of closing the scissors to make a cut and opening them up to prepare for the next cut—a major accomplishment for a preschooler. With each successful cut, Zachary gains a sense of mastery: "I can make these scissors work. Look at all the cuts I made!" As he continues to cut fringes over and over again, he strengthens his cutting schema. Eventually, when Zachary has cut as many fringes as he needs to cut so that cutting fringes becomes automatic for him, he will apply this skill to new cutting tasks, such as cutting fringes into bits and pieces, making longer cuts, and cutting off pieces of paper he needs for a particular project or idea.

How Can Adults Offer Support For Repetitive Play?

Here are some ways adults can support their children's repetitive play choices (instead of mentally saying "Oh, no! Not again!").

✦**Accept repeated action sequences as fundamental to preschool learning.** From birth on, young children learn by doing things that make sense to them, doing them over and over agin until they are ready to change and adapt what they know to a slightly different situation. Take this developmental milestone in stride, and

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refrain from introducing or expecting large doses of novelty on a daily basis in your setting.

✦**Watch and listen to children to find out "where they are."** The more you observe children by watching and listening carefully, the better you will understand where each child is developmentally. Through their actions and words, preschool children will let you know what they can do at that moment and also what they are interested in doing. As you watch and listen carefully, you will see that their repeated actions will incorporate a series of slight variations as children respond to problems and challenges they encounter along the way. They will also let you know when they are ready to start doing something new, like hearing or reenacting a new story or using the parachute for a different kind of simple game.

✦**Take cues from children.** When children request or accept your participation in their repeated actions and play situations, follow their actions or instructions. If you offer a variation yourself, make sure it follows the same vein as the ongoing play sequence. If the children ignore your suggestion, let it go. In the scenario at the beginning of this article, preschool teacher Beth, for example, played all 12 rounds of "run around the parachute" with Megan, Carleen, and their friends. As she played, Beth saw for herself the variations the children introduced into their game. After the ninth round she said "Remember when we shook it (the parachute) up and down?" After revisiting this idea once, the children returned to their `round-the circle sequence. Later that day at adult team planning time, Beth described the parachute play and its variations to her co-teachers, and together they generated ideas for other simple run-around-the-circle games to try at subsequent large-group times.

✦**Be patient with the pace of childhood.** The preschool years are but a brief interval within the total life span. It is our job as preschool teachers and supporters of children's active learning to enable them to be the best they can be at that special time in the developmental sequence. Part of being a preschooler is mastering action sequences by doing them over and over again. When a child is ready to stop doing one thing and is willing to take the next step, he or she will let us know. We must respect the pace of childhood and enjoy the opportunities it provides us to support the actions and intentions of individual children and to recognize the cycles of learning that occur in children's play.

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Observing and Supporting Infants and Toddlers: Appreciating a Sensorimotor Approach to Learning

Mary Hohmann
Senior Consultant, High/Scope Foundation, Ypsilanti, Michigan

What do we see when we take time to observe infants and toddlers? What do their actions and communications tell us about who they are, what interests them, what they are learning? How attuned are we to the pleasures and accomplishments of sensorimotor children? This session will look at sensorimotor children in action and ways to support their explorations. We will also take a brief look at the emerging draft of the Infant and Toddler Child Observation Record (I-T COR).

Key Experiences Frame the Content of Early Learning and Development

In an active learning environment children can develop *trust* in themselves and their caregiver, *autonomy and social interaction*, and *initiative*. Through their actions and interactions with their own bodies, other people, and materials, they construct knowledge about themselves and their surroundings. To understand and evaluate the kinds of knowledge infants and toddlers are constructing, adults in High/Scope settings rely on a set of developmental guidelines called *key experiences*.

Collectively, the 37 High/Scope infant and toddler key experiences provide a composite picture of what infants and toddlers do and the knowledge and abilities that emerge from their actions. Caregivers come to appreciate the range of learning embedded in children's play and interactions by looking closely at infants' and toddlers' actions and communications in the nine key experience areas: **social relations** (*Matt hugs Christopher who is crying because his mom left)*, **sense of self** (*Mitchell touches his face and then the reflection of his face in the mirror)*, **communication and language** (*Kelly looks at Tracy [caregiver] and smiles at the sound of Tracy's voice)*, **movement** (*Gina pushes a toy car on the floor and crawls after it)*, **exploring objects** (*Hope takes her pacifier out of her mouth, looks at it, changes its position, and puts it back in her mouth)*, **creative representation** (*One-by-one Sam brings toy animals from different areas of the room and puts them in front of Michael and says, "Doggies!")*, **early number** (*Keith takes three play people out of a basket and places each one in its own little car)*, **space** (*Samatha fills up her purse with small*

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blocks and carries it around the room), and **time** (*At the end of the day, Jamison sits in front of the window watching for his mom).*

In each of the nine key experience areas, individual key experiences focus specifically on children's actions and interests as they move through the stages of development from infants to toddlers to the beginning of the preschool years. Using the key experiences to guide and interpret child observations, infant and toddler caregivers track children's development and plan ways to provide materials, routines, and interactions that support children's interests and knowledge construction.

Source: Jackie Post and Mary Hohmann. (In press). *Tender Care: Supporting Infants and Toddlers in Active Learning Settings.* Ypsilanti, MI: High/Scope Press.

Sample Infant and Toddler COR Item (Draft)

VI. Exploration and Early Logic

D. Exploring space

Level 1: Child tracks a moving object.
Level 2: Child moves body toward an object.
Level 3: Child moves one object to gain access to another
Level 4: Child fills a container and empties it
Level 5: Child finds an object by remembering its location

Related Video: See How They Move. 1997. Color, 28 minutes. Available from Resources for Infant Educarers, 1550 Murray Circle, Los Angeles CA, 90026.

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Extra! Extra! Read All About It: Using Environmental Print in Workshops

Diana Jo Johnston
Elementary Curriculum Consultant, High/Scope Foundation, Ypsilanti, Michigan

In this session we will explore environmental print as a mechanism for engaging children in meaningful activities that allow the key experiences to occur in the learning process.

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Caring Start — Enabling Parents to Use High/Scope at Home

Serena Johnson
Director, High/Scope Institute UK, London, England

This session will introduce participant to the "Caring Start" training pack. This comprehensive package has been produced to enable all High/Scope practitioners who work with parents to run an informal six-session course to support parents in helping their children's developmental learning in the home setting using the High/Scope approach.

The objectives of the Workshop are as follows:

- To share the background of the three-year "Caring Start" project and the rationale for the material
- To familiarize participants with the *Group Leader Guide*, support materials, workshop overheads, and photographs
- To share some of the course activities for parents
- To review the seven parent booklets that accompany the course sessions and that contain ideas for using the High/Scope approach in the home setting

Notes

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Rabbit Ramblings: Helping Words Talk And Numbers Count for Young Children

Lamoine Lane
Coordinator, Preschool Program for Children with Disabilities
Region XIV Education Service Center, El Paso, Texas

Based on research, this workshop focuses on the intertwining of language and number development in young children. We will explore strategies to provide children with opportunities to experience literacy and numeracy in the preschool classroom.

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Observing Preschoolers' and Teachers' Classroom Interactions in Dutch High/Scope Preschools as Compared With Regular Dutch Preschools

Dr. Paul Leseman
Director, Senior Researcher, Department of Education, University of Amsterdam

Eveline Gebhardt
Research Assistant, Ph.D. Student, Department of Education, University of Amsterdam

In this session, we will discuss an ongoing evaluation study of two preschool educational programs, the Dutch High/Scope program and a more didactic program developed by the Dutch National Testing Service, which are compared with regular preschools. The study examines co-constructive and emotionally supportive teacher-child, and child-child interactions in the preschools, in order to provide for an interpretation of program effects on developmental outcomes.

Notes

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What Early Childhood Settings Look Like In 15 Countries—Key Findings And Visual Examples

Shannon Lockhart
Project Associate/Trainer, High/Scope Foundation, Ypsilanti, Michigan

Jill Claxton
Project Coordinator, High/Scope Foundation, Ypsilanti, Michigan

The focus of this session will be to present selected findings from the Provider Survey instrument in the four key areas listed below and to discuss the selected findings in relationship to a particular country's educational philosophy, national curriculum or cultural view. Video footage will also be presented to more clearly illustrate each key area.

Notes

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You Want to Scream, But You Can't: Strategies for Challenging, Difficult Behavior in Training Sessions

Beth Marshall
Consultant, High/Scope Foundation, Ypsilanti, Michigan

Ahhhh!!!! Do you find yourself feeling uncomfortable dealing with certain situations that arise in workshops? Constant chattering . . . always knows all the answers . . . really loves to talk about what she does in her classroom . . . what behaviors from participants do you find challenging to deal with? This session will help us to identify and acknowledge our own frustrations as trainers in working with adult learners. We will generate strategies for helping us move beyond those frustrations to work effectively with our training group. Come with situations and examples that you would like to share and discuss.

What to Do When You Feel Like Screaming!

1. Set the stage by doing a group agreement before you start training.

2. Identify who's problem the situation is:

   A. A problem for you:
      - Identify your triggers
      - Take care of yourself

   B. Problem for the group or a problem behavior:
      - Use the strategies generated below

Possible Solutions to Frustrating Situations

- **Monopolizing**
  - Summarize the participant's viewpoint, then move on.
  - Ask others for their input.
  - Ask participant to hold off until a break.

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- Use nonverbal behaviors that indicate a transition.
-
-
-

- **Private conversations**
  - Use nonverbal methods to regain attention.
  - Ask one of the people who is talking a question.
  - Ask the talkers (privately) to refrain from talking.
  -
  -
  -

- **Disagreeing**
  - Summarize the participant's viewpoint; ask others for their opinions.
  - Agree to disagree.
  - Agree in part, then state how you differ and why.
  -
  -
  -

- **Time schedules not followed**
  - Adhere to time schedules.
  - Remind all participants of time schedules.
  - Privately request promptness.
  -
  -
  -

- **Nonparticipation**
  - Ask open-ended questions.

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- Increase the level of activity in the session.
- Connect with the participants during breaks.
- Encourage the participants to be leaders during non-threatening activities.
- Leave them alone.
-
-
-

Instead of Screaming, I Could....

1) Sarah has been using High/Scope for several years. Trying to be helpful to new staff members, she shares long stories about what she does in her classroom during the workshop. While you are glad she is contributing, you find that other participants are quickly losing interest. They chat, leaf through their papers, or stare out the window whenever Sarah talks.

Whose problem is it? What would you do?

2) This is the fourth of eight workshops for this group of teachers. Today, just like the previous workshops, Carol, Carla and Wendy arrive about 15 minutes late. When they arrive, they loudly greet colleagues at other tables, go to get coffee, and stop by other tables to chat with participants working there.

Whose problem is it? What would you do?

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3) You have asked participants to introduce themselves to the group. When it is Sharon's turn, she tells the group that she has been in this field for 20 years and is sick of going to workshops. After the introductions, Sharon takes a crossword puzzle book out of her bag and works on that instead of doing any of the activities you have planned.

Whose problem is it? What would you do?

4) Over the course of several workshops, you notice that no matter what group Karen is in, she either tries to get the group off the subject, or she gets the group very confused and they can't do the activity.

Whose problem is it? What would you do?

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Starting Off on the Right Foot: Using Group Agreements in Training

Beth Marshall
Consultant, High/Scope Foundation, Ypsilanti, Michigan

Group agreements can be an effective tool for setting establishing common expectations and responsibilities with your training groups. It can also prevent problems from arising right from the start. This session for trainers will look at the whats, whys and hows of setting group agreements. We'll even create one ourselves!

Steps to Creating a Group Agreement

1. Ask participants to think about groups that they've been a part of in the past. These groups could be training groups, sports teams, church committees, civic groups, etc. Ask them to think individually for a moment about the following:
   What are some things that made that group work well?
   What are things that hindered that group from working together?

2. Divide the participants into small groups and ask them to discuss their ideas. Ask Them to generate a list of how they would like this group to work together.

3. Ask groups to share their lists.

4. Discuss these elements with the whole group:
   Do any need clarification or explanation?

5. Come to a group agreement about how you (the trainer and the participants) want to function as a group, writing the agreed on elements on a chart paper. Again ask if all agree to these elements.

6. Post your group agreement at each training session.

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Application Activity + Study Guide = Implementation Success

Beth Marshall
Consultant, High/Scope Foundation, Ypsilanti, Michigan

You're planning your next workshop with your High/Scope materials spread all over the table in front of you. You've set the topic and "found your inch". You've chosen a dynamic opening activity that will make your participants clamor for your central ideas. You're pleased with how participants will get to try their new ideas out in your practice activity. Next is the application activity and ..... nothing. You're tempted to just skip it, but wait... could this be the missing link to classroom implementation? This workshop for trainers will provide new insights to the application activity section of your training. We will explore *A Study Guide to Educating Young Children* as a resource for effective application activity ideas and develop some for your most pressing workshop topics.

Please bring your copies of *A Study Guide to Educating Young Children* and *Educating Young Children* to this session if you have them available.

Parts of a High/Scope Workshop

1. Opening Activity
An activity or experience that will get participants to start thinking about the topic in one of two ways. Either:
Ground them with a common experience to extend or build on their existing knowledge and/or practice.
Or:
Challenge their thinking on their current practices by an activity or experience that will place them in disequilibrium.

2. Central Ideas and Practice
Central Ideas: The main points or "meat" of the workshop. A handful of ideas that participants can either assimilate (add to) or accommodate (change) as they construct their own knowledge or understanding of a topic.

Practice: Practicing and trying out the modified or new information (remember, it is always easier to practice with fictitious children in a fictitious situation). This may include working through scenarios, role-playing, identifying key elements in a video, group projects, etc.

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3. Application Activity
   An activity or experience that enables participants to apply this information to their own classrooms and/or situations.

4. Implementation Plans
   Time at the end of the workshop to develop strategies for using this new/modified information. Plans should help participants think through the steps in which they want to implement changes.

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TCP, TOT and Me??

Beth Marshall
Consultant, High/Scope Foundation, Ypsilanti, Michigan

What are the TCP and TOT projects? What is involved in becoming a High/Scope certified trainer? Is this project for me? If these questions have entered your mind, come and ask the experts, the recent graduates of several TCP and TOT projects. Join us as we discuss both the training project and life back in the "real" world.

Topics Addressed by the Panel:

- TCP and TOT Projects
- Life during the project
  - Assignments
  - Training Sites
- Life after the project
  - Training Obstacles
  - Training Accomplishments

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Ban It, Ignore It, or Join It? What to Do About Superhero Play

Beth Marshall
Consultant, High/Scope Foundation, Ypsilanti, Michigan

Rod Snodgrass
Teacher, High/Scope Demonstration Preschool

From Mighty Mouse to Wonder Woman to the Hulk to Turtles to Power Rangers, how do we, as teachers, handle superhero play in the classroom. Rather than banning it or ignoring it, this session will take a different approach - joining children's superhero play. Together we will look at children's superhero play and the strategies adults can use to support it in their classroom.

Strategies for Supporting and Extending Superhero Play

1. Observe children's play over time. Use the observation and evaluation chart to help evaluate children's superhero play

2. To encourage more complex play, add related materials. Be flexible in how and where they are used. Do you have materials that meet children's need for:
   - Strength
   - Speed
   - Appearance changes
   - Scary situations
   - Emergencies

3. Enter into children's superhero play as a co-player, just as you would with any other type of play. Remember:
   - ✦ Imitate the child's actions at first
   - ✦ Take your cues from the child about how to play
   - ✦ Make sure the child retains control of the play

4. Add to the complexity of play by offering ideas for extensions. Within the play theme:
   - ✦ Pose a problem to extend children's thinking
   - ✦ Make a comment that extends children's ideas
   - ✦ Respect children's responses to your ideas

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5. Add to the children's store of real-life experiences by planning field trips.

Materials to Support Superhero Play

Strength	
Speed	
Appearance	
Scary Situations	
Emergencies	

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Implementation Plans

I want to try:

I'll need to remember to:

I'll need these materials:

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High/Scope Resources

Educating Young Children: Active Learning Practices in Preschool and Child Care Programs, M. Hohmann and D. P. Weikart, 1995

Supporting Young Learners 2, N. Brickman, Ed., 1991

Ban It, Ignore It, or Join It? What to Do About Superhero Play, by Beth Marshall, Extensions Nov/Dec. 1997, Vol. 12, No. 3

Other Resources on Super Hero Play

Carlsson-Paige, N., and Levin, D. E. *Who's Calling the Shots? How to Respond Effectively to Children's Fascination with War Play and War Toys.* British Columbia: New Society Publishers, 1990.

Carlsson-Paige, N., and Levin, D. E. *The War Play Dilemma: Balancing Needs and Values in the Early Childhood Classroom.* New York: Teachers College Press, 1987.

Paley, V. *Boys and Girls: Superheros in the Doll Corner.* Chicago: University of Chicago Press, 1984.

Paley, V. *Bad Guys Don't Have Birthdays: Fantasy Play at Four.* Chicago: University of Chicago Press, 1984.

Piaget, P. *Play, Dreams and Imitation in Childhood.* New York: The Norton Library, 1962.

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Stress Management

Alice Martin-Guy
Corporate Educator, AtlantiCare Health System, Egg Harbor, New Jersey

Do you sometimes feel unfocused, tired, overwhelmed, unappreciated, less effective, angry or depressed? Then you may be experiencing prolonged stress, which leads to "burnout". Don't ignore the symptoms. Learn what you can do to minimize the impact of stress in your work, home and social life.

Indicators of Prolonged Stress

- HEALTH
  - Ulcers
  - Heart disease
  - Breathing difficulty
  - Allergies
  - Insomnia

- SOCIAL
  - Relationship dissatisfaction
  - Relationship termination
  - Removal of support
  - Withdrawal into isolation

- OCCUPATIONAL
  - Absenteeism
  - Turnover
  - Accidents
  - Decrease in productivity and quality of work
  - Less effective decision-making
  - Burnout

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Defining Priorities Will Help You

- Avoid long-term stress
- Tolerate short term stress
- Evaluate how your current position meets your goals
- Keep focused
- Manage your time and resources
- Allow you to objectively balance decisions

Expectations: Yours, Mine and Ours

- Stay flexible, avoid perfectionism
- Keep your expectations of others realistic and mutually compatible
- Identify your needs and discuss this with the other people involved
- Agree to deadlines
- Have a means to determine whether mutual expectations were met

Time Management

- Your system must be easy and convenient to use
- Allow you to schedule your time, organize and track deadlines, and plan
- Can be used at home or at the office
- Helps you maintain realistic expectations
- Helps you manage change effectively

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Program Performance Improvement

Alice Martin-Guy
Corporate Educator, AtlantiCare Health System, Egg Harbor, New Jersey

If you want to focus your efforts to improve the features of your program, this workshop will give you practical tools to use. You will learn how to determine where to place your emphasis to get the most value, including the Plan, Do, Check, Act (PDCA) cycle and standard Quality Management tools for determining cause and effect, interrelationships and prioritization.

✦ Definition Of A Process

A group of logically related activities, which when performed, utilize the resources of the business to produce results.

✦Determining Processes on Which to Work

- Is the process important to meet the expectations and needs of external customers?
- Is the process necessary or critical for operations?
- Are there significant opportunities to reduce errors in the process?
- Are there significant opportunities to reduce errors in the process?
- Is improving the process important to internal customers?

✦Examples of Non-Projects

- Performance related issues not caused by the process, e.g. employee lateness, employees who do not communicate appropriately, etc.
- Problems with simple clear-cut solutions within manager's control, e.g. schedule changes for departmental coverage, broken equipment, etc.

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✦Common Flow Chart Symbols

Begin/End

Activity

Decision

Wait Time

Cloud (Unfamiliar)

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TQM Storyboard

Define Problems/Goals Hint: ✦ State the problem ✦ State the goals Tools: ✦ Brainstorming ✦ Consensus ✦ Indicator of 10-step plan ✦ Press-Ganey ✦ ODA; Customer needs	**Team** Hint: ✦ Choose facilitator, leader, timekeeper ✦ Include those who are directly affected by the process Tools: ✦ Brainstorming ✦ Consensus	**Describe Process** Hint: ✦ Describe what currently occurs Tools: ✦ Flow diagram ✦ Cause & effect diagram ✦Brainstorming ✦Consensus
Propose Theories Hint: ✦ What causes of the problem are the major contributing factors Tools: ✦ Brainstorming ✦ Consensus	**Data Collection** Hint: ✦ Collect and organize data ✦ Compile existing data sources, gather data on specific problem ✦ Evaluate the results ✦ Analyze data to identify areas of non-conformance Tools: ✦ Interrelationship diagram ✦ Cause & effect diagram ✦ Flow diagram ✦ Affinity diagram ✦ Data sheets ✦ Check sheets ✦ Surveys	**Data Analysis** Hint: ✦ Include variation and rework ✦ Identify vital few Tools: ✦ Pareto ✦ Histogram ✦ Run charts ✦ Pie charts
Root Causes Hint: ✦ Address root cause and improved system Tools: ✦ Brainstorming ✦ Consensus	**Solutions and Implementation** Hint: ✦ Should be timely, cost effective, and feasible ✦ Determine and implement Tools: ✦ Flow diagram ✦ Brainstorming ✦ Benchmarking ✦ Best method	**Holding and Extending Gains** Hint: ✦ Evaluate effectiveness of action ✦ Monitor on regular basis ✦ Evaluate customer comments Tools: ✦ Data sheets ✦ Check sheets ✦ Customer surveys ✦ Pareto

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Dept./Division/Committee/Task Force:		Date:	
Present:			Location:
Meeting called to order by:		Start Time:	End Time:
Next Meeting:			
Topic Findings/Discussion	**Conclusion/ Recommendations**	**Action**	**Follow-Up/ Evaluation**

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The ABC's of Language Workshops

Kathy Morrison
Field Consultant, High/Scope Foundation
Associate Professor Child Development, Hurst, Texas

In this session on the High/Scope elementary approach, participants will learn how to plan, organize, and manage content workshops. Participant will experience language arts based workshops that focus on alphabet books.

Aster Aardvark's Alphabet Adventure

Key Experiences:

- Experiencing varied genres of children's literature
- Writing in conventional forms
- Expressing thoughts in writing

Materials:

- *Aster Aardvark's Alphabet Adventure*
- Alphabet Animal Patterns and instructions (see appendix)
- Construction paper, glue, pencils, paper

Activity:

1. Students are to read the book as a group.
2. Each child chooses an animal from the animal patterns. It is helpful to have them mark off the letter they chose so that there are no duplicates.
3. Each child will construct an animal following the instructions provided
4. After completing the animal, the student will write an alliterative narrative using the letter chosen. Depending on the age of the children, they might write an alliterative paragraph, or an alliterative sentence.
5. Display the animals and their alliterative narratives.

Questions:

Tell me about your animal. Is there anything in the room that could help you think of more words that begin with the letter?

Extension:

- Write an additional paragraph or sentence.
- Choose another animal to construct and write about.
- Construct a body for the animal.

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- Present your animal and story to the class.

Modifications:

- Dictate the sentence or paragraph to the teacher.
- Have the patterns precut
- Record the story on tape for the children to listen to as they work.

Animalia

Key Experiences:

Acquiring, strengthening, and extending specific reading skills: Vocabulary development
Experiencing varied genres of children's literature
Expanding comprehension and fluency skills: Activating prior knowledge

Materials:

Animalia
paper, pencils

Activity:

1. As a group, children choose one page from the book.
2. Children choose one person to be the recorder.
3. The recorder will write down all of the words that are illustrated as the group calls them out.
4. The children are to name every picture they can. If they are unsure of a picture, they may use a dictionary or encyclopedia to see if they can locate it.
5. If the children feel they have named every picture on the page, they are to choose another page to work on.
6. The groups may compare lists and the number of things named.

Questions:

How did you find out the name of the items?
Were there things on the page that you could not name? Which ones? How could we find out what these are?

Extensions:

Give each group a riddle that will guide them to find a specific item on the page.
Have each child draw their own page around an alphabet letter.

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The Monster Book of Alphabet Sounds

Key Experiences:

Acquiring, strengthening, and extending writing skills: Spelling
Acquiring, strengthening, and extending specific reading skills: Letter recognition

Materials:

The Monster Book of Alphabet Sounds
Dictionary, pencil, paper

Activity:

1. Students are to read the book as a group.
2. As a group, the students will choose a page and name all of the items that are in the border. One of the students will write the words as the children name the items.
3. The children then work as a group to put the words in alphabetic order.
4. The group should work through as many pages as possible.

Questions:

Did you see a pattern when alphabetizing?
How did the dictionary help?

Extensions:

Each child could write the words individually and put in alphabetic order. Then compare with other students and make corrections

For younger groups, the teacher could have the words written on index cards with the picture. Children could find the matching picture and write the word.

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K is for Kiss Goodnight

Key Experiences:

Writing in non conventional forms.
Sharing writing in a purposeful context.
Writing in a specific content area.

Materials:

K is for Kiss Goodnight
Paper, crayons, markers

Activity:

1. As a class, choose a topic (breakfast, going to school, getting up in the morning).
2. Students asked to read the book as a group.
3. Each member of the group is to choose a letter of the alphabet that has not been used.
4. Using the letter, design an alphabet page based on the topic the class chose.
5. When each student has completed one letter, combine the pages to make a class book.

Questions:

What are some of the rituals that you have in your family around bedtime?
Are there other rituals or traditions in your family that you could tell us about?

Extensions:

Each child could write a complete alphabet book based on a tradition or ritual in their own family.

With younger children, this could be written in a whole group setting and each child could illustrate one of the sentences.

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Cowboy Alphabet

Key Experiences:

Writing in unconventional forms
Writing in conventional forms
Acquiring, strengthening, and extending writing skills
Expanding the forms of composition: Expressive mode

Materials:

The Cowboy Alphabet
Paper, markers, crayons

Activity:

1. Students are to read the book as a group.
2. Each child will choose one letter of the alphabet. They are to choose a letter that is different from one chosen at another workshop.
3. Each child will write a descriptive paragraph about a chosen city or state. For example, if you live in Texas, you might have the children write a Texas Alphabet Book. The child who chose the letter D, might write a descriptive paragraph about Dallas.

   "D is for Dallas . . . .
   One of the biggest cities in Texas and home of the Dallas
   Cowboys. They say things are bigger in Texas, and Dallas
   proves that statement right."
4. When the child finishes writing the descriptive paragraph, they are to illustrate the page.
5. When each student competes one letter of the alphabet, the pages are combined for a class book about their home town or state.

Questions:

What else can you say about . . . .
Is there anything else you can think of that you can add?

Extensions:

Each child can read their page to the class for a class presentation.
The book can be made into a slide show on the computer.

Source:

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Fractions With Manipulatives: Ideas for Workshops

Kathy Morrison
Field Consultant, High/Scope Foundation
Associate Professor Child Development, Hurst, Texas

Tina Dittrich
Fifth Grade Teacher, Dove Elementary, Grapevine/Colleyville ISD, Texas

A workshop approach to teaching fractions with the use of manipulatives. This session also includes creative assessment ideas and is geared toward third through fifth grades.

Synopsis of Lessons

- Fraction Feelings — Use a feeling gauge (1 being weakest and 5 being strongest) to learn about students feelings about fractions. This activity can be done at the beginning of a unit and then at the end of the unit. Students are sometimes surprised by their change of atitude and it is refreshing for the teacher also.

- Fraction Vocabulary — Students look at a web of fraction terms and predict the meaning of the words by using them in sentences or word problems and as they predict how they will be used in the unit.

- Fraction Strips — Students will construct a fraction kit to use to compare and order fractions and to play games. Give each student five different colored strips of 3-by-18-inch construction paper. Have students fold and cut the strips into fractional parts (half, fourths, eighths, sixteenths, and a whole). Students write comparison statements about their observation of the fractional pieces and play two games, Cover Up and Uncover.

- Fraction Ruler — Students will relate and connect equivalent fractions to an inch by enlarging an inch on paper and measuring items then converting their measurements to a true inch.

- Graphing Questions — Before class, place around the room four or five graphs that ask the students questions about themselves. Now, using the information from the graphs, instruct the students to write fractional questions. For example: What fraction of the class has a birthday in August? What fraction of the class has brown eyes?

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- Circle Graph — Students will connect fractions and percents by forming a human circle graph. Calculators and estimations are used also. This activity is very exciting for children.

- Spelling Fractions —
  1. Students use their spelling words to write fractional questions. For example: What fraction of the spelling words begin with an "m"? Or What is the fraction of consonants in each spelling word?
  2. Once students have learned of the relationship between fractions, decimals and percents, you can have them perform the Spelling Fraction, Decimal and Percents activity that is attached.

- Cuisenaire Fractions —Students will compare fractions and equivalent fractions with cuisenaire rods. They will form one color trains and compare with other colors to find fractional equivalents. They will also be solving fraction riddles.

- Tangrams — Read the story, Grandfather Tang's Story, to introduce tangrams and how they are used. Then have students use tangrams to help answer statements that describe how the pieces are related to each other.

- Web of Fractions, Decimals, and Percents — This activity can be used as a pre- and post-assessment. A fraction is placed in the center of the web. Equivalent words, fractions, decimals, percents, ratios, and illustrations, etc. are placed around the fraction to show its other representations.

- Alternative Fraction Assessment — Alternate assessments can be used to further students understanding of fractions.
  1. An acrostic poem, where the word FRACTIONS is written down the left hand side of a sheet of paper and then statements concerning fractions are written with the first letter of each line starting the statement.
  2. A second form of assessment could be the use of The important Book. Use the layout of the story to write what is important about fractions, instruct students to name at least 5 things.
  3. A third form of assessment is more traditional. Have a set of statements that the students must illustrate. It is also feasible to use all three assessments at once.

- Looping Lap — A whole class assessment using all areas of fractions in a game format. A student has an answer and a question. Start with any student, they state the answer they have and then pose the questions. The person with the answer stands and states the answer to the asked question and then asks the question on her card. The game continues until a loop is made and all children have answered a question and asked a question.

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Fraction Strips

- Cover Up
  Game for 2 players.
  Need dice labeled ½, 1/4, 1/8, 1/16, 1
  Start with the red strip or the whole.
  Goal is to be the first to cover whole strip completely with other pieces.
  No overlapping pieces are allowed.

  Rules:
  1. Children take turns rolling the cube labeled with fractions.
  2. The fraction face up on the cube tells what size piece to place on the whole strip.
  3. When the game nears the end and a student needs only a small piece, such as 1/8, rolling ½ won't do. The student must roll exactly what is needed.

- Uncover
  Teaches equivalents.
  Start with whole strip covered by both ½ pieces.
  Goal is to be first to uncover the stip completely.

  Rules:
  1. Children take turns rolling the cube
  2. Child can either remove a piece (only if exact piece is size indicated by cube), exchange any of the pieces left for equivalent pieces (½ replaced by 1/4 and 1/4), or do nothing and pass the cube to next player.
  3. A player may not remove a piece and trade on the same turn.

Measuring up With Fractions
"Connecting Equivalent Fractions to An Inch"

Objective: Students will be able to measure to the nearest ½, 1/4, 1/8, and 1/16 of an inch and see the connection with equivalent fractions.

Materials: Inch ruler, thin color markers or colored pencils, plain paper.

Procedure:

1. Look at a ruler and notice where one inch begins and ends. What is about 1 inch long? What is about ½ inch long? Which line on the ruler indicates half inch.

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2. We are going to enlarge this one inch so we can understand what each of those lines between the 0 and 1 represent. If we find out what each line stands for, do you think we'll understand what the lines between 2 and 3, 3 and 4, and so on stand for? Yes!
3. This plain piece of typing paper will represent our enlarged one inch. Label 0 and 1 on the ends of this sheet in green.
4. Now fold this sheet in half (hot dog length) and label this new line ½ inch and label the green one line 2/2 (Use a red pencil to mark). Do you see any equivalent fraction? 2/2 or 1 "Make sure the new half line is as long as the lines 0 and 1.
5. What will we label next? Fourths! Please fold paper into fourths and label the lines 1/4, 2/4, 3/4, and 4/4. Are there any equivalents? Make sure you label these in another color (blue). Make these lines a little shorter than the half lines.
6. Fold your sheet into eights. Label 1/8, 2/8, and so on in purple. Mae lines smaller than fourth lines. Write the equivalents.
7. FOR UPPER GRADES: Fold your sheet into sixteenths. Label 1/16, 2/16. . . in brown. Make lines smaller than eighth lines.
8. Use your new enlarger ruler to measure items. Show them how to record their answers to the nearest ½, 1/4, 1/8, and 1/16.

Assessment: With a real ruler. Students measure items using the equivalents. Example: Pen = 5 3/4 and 5 6/8. Things to measure: cuisenaire roofs, pencils, jelly beans line up. Etc.

Extension: Enlarge 2 or more inches.

Human Circle Graph

✦Connecting Fractions With Percents

Objective: Students form a human circle graph to help them estimate the percent/fraction, and then, they compare the estimation to the actual.

Materials: Paper plate for each student (each side of the paper plate should be a different color)., string, scissors, tape, circle worksheet attached.

Procedure:

1. Students sit in a perfect circle with paper plates on the same side (up). Teacher says: If you have a cat, put the red side of your paper plate facing up. Now, off of the same side paper plates need to sit together, so please rearrance yourselves.
2. Teacher now takes the string and blocks off the section of students that have a cat. Relate this to a large human circle graph.
3. Now, predict what percent of students has a cat. Now predict how many don't. Let's use fractions to figure out the exact answer (10 out of 25 students have cats, and that's 40%).
4. Vary the questions:

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Does more or less than 50% of the class have a cat? How do you know?
Does more or less than 75% of the class have a cat? How do you know?
Does more or less than 25% of the class have a cat? How do you know?

5. Continue this process by asking some other questions like:
   Who has a brother? Sister?
   Whose favorite sport is football? Soccer? Baseball?
   Whose favorite food is pizza? Spaghetti?
   Whose favorite drink is Pepsi? Coke? Dr. Pepper?
   ✦Let the kids make up more questions.
6. With each one of these questions. Allow students to predict and then find the actual fraction and percent.
7. Put students in groups of 4,6,8,5, etc. (a variety). They create their own questions within their groups and find the actual percent and fraction. Each group should create at least 4 different circle graphs.

Spelling Fractions

✦ Students take spelling words and answer fraction questions designed by the teacher:

What fraction of each word is made of vowels?
What fraction of each wrod is made of consonants?
What fraction of your spelling list are nouns, verbs, adverbs, adjectives?

✦ Eventually, you can lead your students to design fraction questions of their own. Have them answer their own questions also.

Spelling Fractions, Decimals, and Percents

✦ Once your students have a firm grasp on Spelling Fractions, introduce them to spelling decimals and percents.

✦ Begin by having the students make an ABC tally chart. Then they break up each word by placing a tally by the letter WARM.

✦ Once all 20 words have been broken into the chart, have students find the total number of letters used in their lest by adding up the tallies. Use this information to write the fractions decimals and percentage of the letters of the alphabet.
   Fraction: What is the fractional notation for the letter "A" (5/115). Then do this for B-Z.
   Decimal: Divide the numerator by the denominator for each letter and record the answer. A = 0.0434783 round to .04.
   Percentage: Move the decimal point two places to the right to find the percentage for each letter and record the answer. A = 4%.

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Spelling Fractions, Decimals and Percents

List: Fractions, Equivalent, Numerator, Decimal, Denominator, Percent

	Tally	Total	Fraction	Decimal	Percent
a					
b					
c					
d					
e					
f					
g					
h					
i					
j					
k					
l					
m					
n					
o					
p					
q					
r					
s					
t					
u					
v					
w					
x					
y					
z					

Total Number of Tallies: ☐

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Cuisenaire Rods

✦Writing Equivalent Fractions

Objective: Students will compare fractions and equivalents fractions using cuisenaire rods.

Materials: Kit of cuisenaire rods (22 white, 12 red, 10 light green, 6 purple, 4 yellow, 4 dark green, 4 black, 4 brown, 4 blue, and 4 orange). Attached worksheet, paper.

Procedure:

1. Allow students to explore the cuisenaire rods by finding which rods equal other rods, Students should write these equivalents on a piece of paper like this: 2 yellow = 1 orange, 2 red = 1 purple, 10 light green = 5 dark green, etc.

2. Share as a whole class all of the different equivalents.

3. iNow, tell the students that you ave going to make a value for one rod and they are to compare the value of other rods.

   Suppose the brown rod is equal to 1, find the rod with the value of ½ (purple). Find the rod that is worth 1/4 (red). How much is the white rod worth (1/8)?

4. Continue to do this with other rods. Try to get students to add rods together to equal one (Example: 2 red + 1 purple = 1 brown). Have the dark green, blue, and orange equal one.

5. Now, have students find equivalents for:

   ½ (white is half of red) (purple is half of brown) (etc.).
   1/3 (white is one third of green) (purple is half of brown) (etc.).
   1/4 (red is one fourth of brown)
   1/5 (red is one fifth of orange)
   1/6 (white is one sixth of dark green)

6. Make all of the one-color trains for each long rod. Put the number of rods of each color in the ○.

7. Students solve the Cuisenaire Riddle Sheets. Have student create their ow and exchange with a friend.

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The Preschool COR — What It Is and What It Could Be

Polly Neill
Research Project Coordinator and COR Developer,
High/Scope Foundation, Ypsilanti, Michigan

Rod Snodgrass
High/Scope Demonstration Classroom Teacher and COR User
High/Scope Foundation, Ypsilanti, Michigan

Are you a seasoned Preschool COR veteran interested in giving us one-on-one feedback? Do you have a dog-eared copy of the COR Manual filled with comments, question marks and exclamation points? Do you ask yourself: "What were they thinking when they wrote this item?" Or, "This sample anecdote doesn't fit this level!" Or, "I sure hope High/Scope staff talk to us, the professionals in the trenches, before they think about revising this!" This is your chance! Having completed development of the Early Elementary COR and commenced development of the Infant and Toddler COR, we see the need to make some "mid-course" adjustments to the Preschool COR and Manual so that it dovetails smoothly with the other two CORs. Bring your experiences, comments and suggestions and join us for a round-table discussion of the Preschool COR — what it is and what it could be (**Note:** This is workshop is **NOT** intended as an introduction to the COR.)

Notes

(Handouts for this session continue on the next page.)

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Elementary COR Score Sheet

Transfer the level number you checked for each of the items on the preceding pages to the lines below, and calculate the averages for categories as indicated.

A. INITIATIVE

____ A1. Making plans
____ A2. Solving problems
____ A3. Engaging in complex play
____ A4. Cooperating in program routines

____ *Add entries and divide by the number of entries*

B. SOCIAL RELATIONS

____ B1. Relating to adults
____ B2. Relating to other children
____ B3. Engaging in social problem solving
____ B4. Understanding and expressing feelings

____ *Add entries and divide by the number of entries*

C. CREATIVE REPRESENTATION

____ C1. Making and building
____ C2. Drawing and painting
____ C3. Pretending

____ *Add entries and divide by the number of entries*

D. MUSIC AND MOVEMENT

____ D1. Exploring and using melody
____ D2. Performing music
____ D3. Exhibiting body coordination
____ D4. Expressing a steady beat

____ *Add entries and divide by the number of entries*

E. LANGUAGE AND LITERACY

____ E1. Listening
____ E2. Speaking
____ E3. Showing interest in writing
____ E4. Writing conventionally
____ E5. Writing to convey meaning
____ E6. Showing interest in reading
____ E7. Reading
____ E8. Reading for meaning

____ *Add entries and divide by the number of entries*

F. MATHEMATICS AND SCIENCE

____ F1. Sorting
____ F2. Ranking and patterning
____ F3. Doing arithmetic
____ F4. Graphing
____ F5. Measuring
____ F6. Describing sequence and time
____ F7. Expressing cause and effect

____ *Add entries and divide by the number of entries*

Goo! More Goo! And Still More Goo!!!

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Ideas For Small-Group Time

Cheri Reed
Field Consultant, High/Scope Foundation, Richmond,Kentucky

Want to learn about small-group time, have fun doing it and take great ideas back to your classroom? If so, this hands-on workshop is for you!

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I Like Spiders And Snakes But That "Aint" All It Takes Science in a High/Scope Classroom

Cheri Reed
Field Consultant, High/Scope Foundation, Richmond, Kentucky

Science isn't a small table with a magnifying glass and a jar of spiders. Science is much more! It occurs throughout the day in a High/Scope Classroom. In the workshop we will learn to use our "Science Glasses", and practice hands-on science activities to take back to our classrooms.

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"If I Had A Hammer" Woodworking in a High/Scope Classroom

Cheri Reed
Field Consultant, High/Scope Foundation, Richmond, Kentucky

Many adults are afraid of the woodworking area and don't see the value of having one. In this workshop not only will we discuss these fears but also discuss how to implement a safe, but fun woodworking area in your preschool classroom.

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Writing IEP Objectives From The High/Scope COR

Sandy Slack
K-3 Early Childhood Grant Coordinator and Teacher
Robert S. Payne Elementary, Lynchburg, Virginia

This is a workshop to assist special education personnel in writing short term objectives that reflect the High/scope educational approach. Learn how to use the COR as a source for IEP objectives and tailor it to individualize for each child and you will get to write an IEP.

Lynchburg City Schools
Description of High/Scope Child Observation Record
(The High/Scope Child Observation Record is available from the High/Scope Press.)

The High/Scope Child Observation Record (COR) is an assessment instrument designed for use with children aged 2 years 6 months to 6 years 0 months. It can be used by a trained observer while children are involved in daily program activities in a variety of early childhood settings. Assessment is based upon observation of the child's behaviors and activities in six developmental categories, each of which includes 3-8 individual items. The six categories included in the COR are:

- ✦ Initiative
- ✦ Creative Representation
- ✦ Language and Literacy
- ✦ Social Relations
- ✦ Music and Movement
- ✦ Logic and Mathematics

In most cases, the behaviors noted by the observers (teachers, therapists, family members are those the child initiates, rather than simple responses to adult directions. The COR is most appropriately used for child assessment in a setting organized around a developmental program, where children can be observed initiating and participating in a wide variety of activities and behaviors.

The COR can be used to assess educational progress of a single child over time or at a single point in time. Information for COR ratings comes from daily, ongoing, anecdotal notes kept by people most familiar with the child. The notes, kept on the Key Note form (a log), are dated, short, factual, and complete enough to give a full picture. The scoring is accomplished by the people who took the notes. To score items, there must be anecdotal notes and team agreement that the noted behavior is typical for the child. Each child has a scoring booklet that can be used as many as three times a year.

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The Lynchburg City Schools' early childhood special education staff made additions to the COR to reflect the need for assessment younger than two years six months. Teachers and therapists collaborated, using their experience and knowledge, to increase the range of the COR to include the very developmentally young child. Additional items were included at the upper levels if smaller steps appeared warranted. This is now referred to as the COR adapted by and for use in Lynchburg City Schools.

During Individualized Education Program (IEP) planning meetings, further modifications of the COR are usually made by the IEP team. These specific items are written into the child's COR scoring booklet as well as the child's IEP.

Notes

(Handouts for this session continue on the next page.)

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Lynchburg City Schools
Individualized Education Program

Graham

Annual Goal: By 5/23/97, Graham will show improvement in his initiative and social skills by expressing choices, using materials in an organized manner, and developing relationships with others.

Short-Term Objectives/ Criteria for Evaluation	Evaluation Procedures & Schedule	Initiated	Comments	Mastered
By 5/23/97 Graham will indicate desired activity, place of activity, materials or playmates with a two or three word phrase as noted in 3 anecdotes taken by teachers and kept in a log of anecdotal notes. (COR A 2.75)	Progress will be evaluated three times (11/1/96; 3/1/97; 6/1/97) through developmental observations on the Child Observation Record (COR) based on anecdotal notes kept in a log by teachers, staff and parents and/or mutually agreed upon as the child's consistent behavior by two observers.			
By 5/23/97 Graham will use complex sets of materials in an organized manner as noted in 3 anecdotes taken by teachers and kept in a log of anecdotal notes, (COR C2.5)	Progress will be evaluated three times (11/1/96; 3/1/97; 6/1/97) through developmental observations on the Child Observation Record (COR) based on anecdotal notes kept in a log by teacher, staff and parents and/or mutually agreed upon as the child's consistent behavior by two observers.			

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Short-Term Objectives/ Criteria for Evaluation	Evaluation Procedures & Schedule	Initiated	Comments	Mastered
By 5/23/97 Graham will initiate interactions with other children as noted in 3 anecdotes taken by teachers and kept in a log of anecdotal notes. (COR F3.)	Progress will be evaluated three times (11/1/96; 3/1/97; 6/1/97) through developmental observations on the Child Observation Record (COR) based on anecdotal notes kept in a log by teachers, staff and parents and/or mutually agreed upon as the child's consistent behavior by two observers.			

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Individualized Education Program

Annual Goal:

Short-Term Objectives/ Criteria for Evaluation	Evaluation Procedures & Schedule	Initiated	Comments	Mastered

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Increasing Encouragement While Decreasing Praise

Betty Stanley
Resource Teacher, Prekindergarten Program, Brevard District Schools, Melbourne Florida

Researchers and child development specialists report that extrinsic motivators, praise and reward, have negative implications. This workshop will examine results of praise and strategies for its alternatives, specific ways to encourage children. Come learn about becoming an encourager!

Your Reaction to Praise and Rewards

(From High/Scope's Preschool Workshop Series participant guide, ***The High/Scope Approach to Adult-Child Interaction,*** p.33)

Only a few individuals in the group received praise and rewards. Put a check next to each statement that represents your feelings right now:

__ I am angry.
__ I feel competitive.
__ Why didn't I get a reward?
__ If we had known what you wanted, we would have done things differently.
__ I feel dependent.
__ I am frustrated.
__ I've been manipulated.
__ I've been evaluated and judged.

List additional feelings below:

Have you seen examples of children acting or feeling any of these ways when they were in praise-and-reward situations?

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The Negative Implications of Praise

(From High/Scope's Preschool Workshop Series participant guide, ***The High/Scope Approach to Adult-Child Interaction,*** p.35)

Here is a sampling of what researchers and child development experts say about praise-and-reward systems:

1. "Praise is like other forms of reward which discourage children from judging for themselves what is right and wrong. Praise may lead to dependency because children come to rely on the authority figure to tell them what is right or wrong, good or bad."
   Kamii, C. (1984). Viewpoint: Obedience is not enough. *Young Children*, *39*(4), p. 13.

2. "To judge at all implies superiority and takes away from the children's power to judge their own work. Such praise is not conducive to self-reliance, self-direction, or self-control. To the child, if the authority figure can judge positively, they can also judge negatively."
   Ginott, H. (1972). *Teacher and child.* Boston, MA: Macmillan Co., p. 93.

3. "Some students are particularly adept at pulling praise from teachers by smiling or beaming proudly, showing off work, and even communicating an expectation of praise. This praise however, may have a negative effect such as diminishing a child's sense of worth and struggle for independence."
   Brophy, J. E. (1981). Teacher praise: A functional analysis. *Review of Educational Research*, *51*(1), p. 27.

4. "Students frequently try to read or check the teacher's eyes for signs of approval or disapproval. Praise lowered students' confidence in their answers and reduced the number of verbal responses they offered."
   Rowe, M. B. (1974). Relation of wait-time and rewards to the development of language, logic, and fate control. *Journal of Research in Science Teaching*, *11*(4), p. 292.

5. "*I like the way Margaret is listening* is using praise to manage children, and to encourage other children to conform. Use of praise in this manner can lead to anger and resentment. Even very young children can often tell they are being manipulated with such a statement."
   Ohanian, S. (1982). There's only one true technique for good discipline. *Learning*, *11*(1), p. 17.

6. "No child can always be good, or nice, or smart. Consequently, in order to avoid negative evaluations, they may tend not to take chances and try difficult tasks."
   Hitz, R. & Driscoll, A. (1988, July). Praise or encouragement? New insights into praise: Implications for early childhood teachers. *Young Children*, p. 8.

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7. "Praise can actually lessen self-motivation and cause children to become dependent on rewards. Praise may be useful in motivating students to learn by rote, but it may actually discourage problem solving."

   Martin, D. L. (1977). Your praise can smother learning. *Learning, 5*(6), p. 51.

Encouragement Strategies

Alternatives to Praise

(From High/Scope's Preschool Workshop Series participant guide,
The High/Scope Approach to Adult-Child Interaction, p.36)

Instead of praising children, here are some things you can do:

- **Participate in children's play.** Work side-by-side with children using the same materials in a similar fashion. Become a "partner" by taking turns with them during play, matching the level of complexity of their play, and generally following their lead.

- **Encourage children to describe their efforts, ideas and products.** Our goal is to have children, not adults, evaluate children's work. We want the children to develop self-esteem; to feel good about their work and ideas. One way to facilitate this is to ask children open-ended, divergent questions like:

  "What can you tell me about your picture?"

  "How did you build this hospital?"

  "I notice that you have put many buttons on top of the wood. What will you do next?"

- **Acknowledge children's work and ideas by making *specific* comments.** You can encourage children to classify and describe their work and ideas by making specific, objective comments about children's work as you talk with them. These kinds of comments also serve as nonjudgmental responses when children want adult acknowledgment. Some examples:

  "I see that you have painted a picture that has lots of blue paint on the bottom, and red paint along the side."

  "Okay, I will wear the big blue hat with the gold band around the middle."

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Making Large Group Time More Active

Al Stewart
Educational Consultant, Region 10 Education Service Center, Richardson, Texas

This session will focus on implementing the ingredients of active learning during large group time. Participants will take part in activities that address the Preschool Key Experiences during this time during the daily routine.

Ingredients of Active Learning

Materials

Manipulation

Choice

Language from Children

Support from Adults

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Adult/Child Interaction Strategies

- Join Children at Their Level
- Use S.O.U.L.
- Interactive Matching and Turn-Taking
- Conversational Openers
- Self-Talk
- Label and Describe
- Repeat/Restate
- Expansion-Extending
- Open-Ended Questions

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Active Learning Planning Sheet

When planning activities to use at _____
use this to ensure that all elements of Active Learning have been addressed.

Activity Name	Materials	Manipulation	Choice	Language from Children	Support from Adults

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Making Large Group Time More Active

What I gained from this session

What was validated from this session?

What will be used from this session?

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Making Whole Class Lessons More Active

Al Stewart
Educational Consultant, Region 10 Education Service Center, Richardson, Texas

This session will focus on the Active learning ingredients being implemented during "Whole Class Lesson Time." Participants will take active part in activities that address Key Experiences in several areas during this time in the daily schedule.

Notes

(Handouts for this session can be found on previous pages.)

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Preschoolers as Discoverers, Inventors, and Scientists

Eileen Storer
Preschool Teacher, High/Scope Demonstration Preschool, Ypsilanti, Michigan

Some teachers think of science with preschool children as consisting, primarily of "sciene materials" like magnets and microscopes on a science table. In this session, we will discover the different ways that children experience science by exploring the High/Scope daily routine, learning environment, and the plan-do-review process.

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Bobbi Likes Bikes, Billi Likes Books, Brook is Blind

Susan M. Terdan
Senior Consultant, High/Scope Foundation, Ypsilanti, Michigan

Special Ed Teacher: "Just how am I supposed to do this High/Scope stuff with the children I serve, they all demand so much of me, and, each child has a different need? They pull me in a hundred different directions at once and I have one assistant. Jack and Sara need one on one at meals, Jeff is all over the place and hits, Dana has no attention span at all, you'll not hear a full sentence in my room, they all need help in the bathroom, and I just got a new one two days ago, a screamer. I'd say ***"help"*** but I don't hink High/Scope is the answer!" Check it out. . . .

Notes

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"Because High/Scope Says"... Is a Cop Out!

Susan M. Terdan
Senior Consultant, High/Scope Foundation, Ypsilanti, Michigan

Why do we do what we do? It is imperative that trainers define and provide concrete rationales for every element of training that is given. Supporting our approach with child development information is crucial and a most effective way to help participants understand the "why" behind the "do." Do you understand these connections? Are you consistently making these connections? Are your participants understanding these connections? If you're not sure, come and join us!

Notes

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Stuffed Mushrooms... What On Earth For?

Susan M. Terdan
Senior Consultant, High/Scope Foundation, Ypsilanti, Michigan

Running out of time in a workshop or not getting to all that you planned seems to be a common phenomenon if you are not lecturing, and, High/Scope trainers are not lecturers! How do you actively introduce the topic, define a topic, develop or give the rationale for the topic, work with the topic, weave in child development, connect the current topic to past topics, and help make the topic come alive for each participant all in 1 ½ hours? ***"Less is more,"*** come find out in the next 1 ½ hours!

Notes

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"By Golly, I Think I've Got It!"

Susan M. Terdan
Senior Consultant, High/Scope Foundation, Ypsilanti, Michigan

I have tried various approaches in helping trainers become more successful in writing and giving feedback. The feedback session is an opportunity for 1:1 training, taking staff to a deeper level of understanding in the topic you are covering and supporting implementation more effectively than anything else. This session is going to tie up some loose ends and get you on track in a ***focused*** and ***concrete*** way. Fine tuning will take place at your home site, but, by the end of this session you will say "By golly, I think I've got it!"

Notes

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The Ol' Grey PIP, She Ain't What She Used To Be, Ain't What She Used To Be,...

Susan M. Terdan
Senior Consultant, High/Scope Foundation, Ypsilanti, Michigan

She served us well for many a year and we hold her very dear,
but over time, tried and true, certain items made us blue.
Some items were too lean, level three just wasn't keen,
some items were too much, we dissected them and such.
We've worked week after week, field testing we did seek,
It's now time to say "Hooray," come and meet the ***POA!!***

Notes

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180 Ways To Say "Where'd Ya Go, What'd Ya Do?"

Susan M. Terdan
Senior Consultant, High/Scope Foundation, Ypsilanti, Michigan

"Been doin' High/Scope for how many years and still plannin' and recallin' in the same old way? Well, pardna, it's time ta ***move on!*** Hitch up the ol' brain and ride into the wild blue yonder. It's about time ya give the little cowboys and cowgirls a real ride. Ya need to lasso the ol' varmits ya been usin' and sink your teeth into some high-falootin' plannin' and recallin' that'll bring a herd o' information out into the open. I'spect I'll be seein' ya at the old Plannin' Post and we'll be hitchin' up a mess o' new ideas."

Notes

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A Daily Routine I Can Hold: A Critical Strategy for Children With Different Learning Needs

Thalia Tierney
Coordinator, Preschool Program for Children with Disabilities,
Region VII, Education Service Center, Kilgore, Texas

Lisa Britt
Coordinator, Preschool Program for Children with Disabilities
Region 20 Education Service Center, San Antonio, Texas

All children benefit from a daily routine that is clear and predictable. For some children with special needs, however, having a daily routine that is visual, concrete, and interactive is an essential support for meeting learning and emotional needs. This session will explore the complexities of a seemingly simple strategy that may dually serve as a teaching and preventive tool for behavioral involvement.

Daily Routine

Objectives

Participants will be able to:

- Discuss the rationale for a consistent, predictable daily routine.
- Describe various ways to create a visual representation of the daily routine for children with different learning needs.

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Rationale for a Daily Routine:

Children feel . . . .

- Secure
- Confident
- In control

Concrete objects and important events help children to mark progress and gauge the passage of time.

Calendars and daily routines provide rich experiences that expand young children's conceptual understanding of time.

Great difficulty lies in not being able to integrate what is seen with what is heard . . .*Auditory.*

To illustrate this point, try following directions without writing them down. If successful, are you using any mental drawings or pictures?

***Auditory* is transient, making it difficult to hold onto or "look at" again.**

***Visual* is static, allowing one to work with it while it stays there.**

Calendars, grocery lists, appointment books and journals are but a few examples.

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The High/Scope Daily Routine

Daily Routine Segment	**Object** *to represent routine*
Greeting Time	
Planning Time	
Work Time	
Cleanup	
Recall Time	
Snack or Meal Times	
Large Group Time	
Small Group Time	
Outside Time	
Going Home	

Daily Routine Implementation Plan	
Classroom **Location** Where Stand/Wall	**What does it look like?** Pictures Big/Little
Daily Schedule **Who's job is it?** **How/when student's selected? Large group/small group/individual?**	Blind **Special Needs** Wheelchair Sign Language

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Workshop Evaluation
Topic: The Daily Routine

1. The information I received today was:

2. The daily routine in my classroom can be improved by:

3. Three ideas that I want to utilize are:

4. The level of the information was:

5. The activities were:

6. The presenter supported my learning by:

7. Generally this workshop was:

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Supporting Young Artists: Plastic Arts — Clay and Dough

Eli Trimis
Lecturer, Preschool Education, Aristotle University, Thessaloniki, Greece

This session will focus on working with clay and dough. Participants will work with these media themselves, view slides of three-, four-, and five-year-old children using these media, and plan ways to support art experiences in their classrooms.

Notes

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Harmonicas, Rainsticks And A Sick Friend In My Hotel Room: Training And Travel Tips For Trainers

Annette Towner
Field Consultant, High/Scope Foundation, Cleveland, Ohio

This workshop gives trainers the opportunity to meet with their peers to share experiences and strategies for facing the many challenges in the world of a High/Scope trainer. Also shared will be ways to relieve the symptoms of the "on the road too long" syndrome. Bring your memories of your most challenging situations and the creative solutions that got you through them.

Notes

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Using The High/Scope COR To Help Parents Understand Kindergarten Readiness

Annette Towner
Field Consultant, High/Scope Foundation, Cleveland, Ohio

"Will my child be ready for Kindergarten?" This question, spoken or not, is the one preschool teachers hear most often at parent/teacher conferences. In this workshop for experienced COR users, participants will review information on school readiness and develop strategies to use the COR Parent Report to help parents understand how the High/Scope Approach prepares their children for school. It is recommended that participants be familiar with the High/Scope Approach and have used the COR, including the Parent Report, prior to attending this workshop.

Notes

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Classroom Materials On A Very Tight Budget

Judith T. Wagner
Professor of Child Development and Education, Director of
The Broadoaks Children's School, Whittier College, Whittier, California

Diane Morales
Director, Preschool Program, The Broadoaks, Children's School,
Whittier College, Whittier, California

Access to a variety of developmentally appropriate materials is a central ingredient for active learning. However, many preschool and perhaps most elementary schools lack sufficient resources for classroom materials. This workshop will include guiding principles for selecting multi-use, hands-on materials that can be acquired for a song (or maybe for a song and a couple of dollars). Emphasis will be on materials that can be used in a variety of ways to support the core curriculum in elementary grades.

Notes

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Launching Active Learning Workshops Without Any Teacher Talk: The Self-Starting Technique

Judith T. Wagner
Professor of Child Development and Education, Director of The Broadoaks Children's School, Whittier College, Whittier, California

Troy Kimura
Upper Elementary Grade Program Supervisor, The Broadoaks Children's School, Whittier College, Whittier, California

What teacher has not struggled to find a way to introduce a workshop without too much teacher talk? At The Broadoaks Children's School, we developed the "self-starting" workshop techniques six years ago and we've been refining the idea ever since. The approach is based on our observations of children trying to figure out the rules of a new board game. They read the directions, discuss them, argue about them. With self starters, figuring out what to do becomes part of the learning. Students become actively engaged even before the workshop begins — all with little or no whole-group verbal direction from the teacher. Participants who bring a new disk will receive a template for creating self starters on the computer.

Notes

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Moving Around The Road Blocks: Transition Times

Lora Wasik
Lead Teacher, WSEM CDC Head Start, Newburgh Heights, Ohio

Kathy Black
Lead Teacher, WSEM CDC Head Start, Newburgh Heights, Ohio

Transition times can be a challenge for both children and adults, come explore ideas for making them move more successfully.

Adults Plan For Transitions With Individual Children In Mind

(From pg. 293 Educating Young Children, Which is available from the High/Scope Press.)

— Decide where to position adults during transition times.

— Offer appropriate choices to individual children before transition.

— Alert children to the upcoming change.

How Adults Support Children At Transition Times: A Summary

Adults adjust transitions to suit children's developmental needs.

— Establish a consistent daily routine.

— Keep the number of transitions between activities, places, and caregivers to a minimum.

— Start new activities right away.

— When waiting time can not be avoided, plan ways to keep children actively involved.

— Plan enjoyable ways for group of children to move from place to place.

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Resources

Hohmann, Mary and Weikart, David P., 1995 Educating Young Children 288-293 Ypsilanti High/Scope Press

Perrett, Becki, 1992
Extentions, "Shifting Gears Smoothly: Making the Most of Transition Times." Ypsilanti High/Scope Press (Oct)

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Key Experiences Tour

Karen Weber
Field Consultant, High/Scope Foundation,
Director of Early Childhood Education, King's Schools, CRISTA Ministries,
Seattle, Washington

Set sail on a tour through the High/Scope key experiences! Explore the ten areas which make the High/Scope Educational Approach so exciting for kids and teachers alike. Find out why they are important and learn ways to integrate them into your program. Bring your questions and ideas to share. This in-depth look into the key experiences will have you seriating, moving, classifying, and creatively representing with the best!

Notes

(Please refer to the High/Scope Preschool Key Experiences, which may be found following the Table of Contents.)

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New Children's Books From High/Scope

David P. Weikart
President, High/Scope Foundation, Ypsilanti, Michigan

High/Scope has just published a series of children's books. Each of these books gives a dynamic account of children working through real events in their lives. This session will examine the books and explore their use in the preschool classroom and at home.

Notes

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Applying Anecdotal Observation to Daily Plans With Infants and Toddlers

Diane Williams
Director of Child Development, Landis Child Development Center, Foxwood Springs Living Center, Raymore, Missouri

In this session we will discover how to apply anecdotal observations to daily planning with infants and toddlers.

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Toddler Daily Plan

Date_____

Time	Key Experience	Adult Support Ideas
Greeting Time		
Worktime		
Small group		
Large group		
Diaper/Potty time		
Outside time		
Meal time		
Naptime		
Good bye time		

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Infant Daily Plan

Date_____

Time	Key Experience	Adult Support Ideas
Greeting Time		
Awake Time		
Feeding Time		
Sleep Time		
Diaper Time		
Outside/Stroller		
Good-bye Time		

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Infant/Toddler Key Experience
Note Form

Child's Name:_____ **D.O.B.**_____

Observer:_____**Year:**_____

Sense of Self	Movement	Social Relations	Exploring Objects	Communication/ Lang.

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Infant/Toddler Key Experience
Note Form

Child's Name:_____ **D.O.B.**_____

Observer:_____ **Year:**_____

Creative Represent.	Comparing/No.	Space	Time	

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Utilizing Elders As Volunteers

Diane Williams
Director of Child Development, Landis Child Development Center,
Foxwood Springs Living Center, Raymore, Missouri

Currently in the nation there are an increasing number of intergenerational programs where young children and elders daily share a common site and many more that do not share a common site. Clearly this is a growing trend, seen as a means of re-establishing a relationship between generations. There are many reasons why re-establishing and strengthening connections between generations is important. In this session we will explore how creating programs that foster the establishment of on-going relationships between generations enriches life for everyone.

Notes

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How Long Will You Live?

Directions: Answer the following questions by marking either a yes or no. If the question does not apply to your current life, answer according to what you think it would be. There are no "right" or "wrong" answers. If the answer is more yes than no, check the yes column. If it is more no than yes, mark the no column.

	Yes	NO
1. Are you happily married or living happily with someone else?	___	___
2. Are you a reasoned, practical person?	___	___
3. Are you aggressive, intense, or competitive?	___	___
4. Do you use seat belts regularly and obey speed limits?	___	___
5. Did any of your parents or grandparents die of a heart attack or stroke before the age of fifty?	___	___
6. Do you exercise (e.g. swimming, tennis, jogging) at least three times per week?	___	___
7. Is your home thermostat set at no more than 68 degrees?	___	___
8. Do you have an annual physical examination?	___	___
9. Did any of your parents or grandparents have cancer, diabetes or thyroid disorder?	___	___
10. Check yes for <u>only one</u> of the following:		
A. Are you a non-smoker?	___	___
B. Do you smoke less than a pack of cigarettes per day?	___	___
C. Do you smoke one to two packs of cigarettes per day?	___	___
D. Do you smoke over two packs of cigarettes	___	___
11. Check yes for <u>only one</u> of the following:		
A. Is your job an active one that keeps you moving around?	___	___
12. Do you sleep ten or more hours per day?	___	___

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13. Have you lived most of your life in an urban ___ ___
14. Do you consume more than three alcoholic drinks per day? ___ ___

15. Do you eat at least one meal per day containing foods from all basic food groups? ___ ___

16. Are you basically happy and content with life? ___ ___

17. Have you contemplated suicide within the past two years? ___ ___

18. Answer yes to one of the following:
    A. Are you male? ___ ___
    B. Are you female? ___ ___

This questionnaire was developed by the Center for Understanding Aging, Inc. drawing upon material from two previously published questionnaires listed below:

"How Long Will you Live? by Richard H. Davis and Diana Woodruff, Ethel Percy Andrus Gerontology Center, University of Southern California.

"How Long Will You Live?" by Rita Aero. Family Circle, September 18, 1979.

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What Do You Know About Us?

Read each question carefully, and then mark either T for True if you believe the statement to be true. Mark F for False if you believe this statement, or any part of it is false.

1. T F Children younger than five whose mothers are employed, and who are in child care is 6.5 million.

2. T F The percentage of older Americans tripled between 1900 and 1988.

3. T F Mothers in the labor force with children under six years of age is over 60%.

4. T F Less than 10% of older people between the ages of 65-74, live in nursing homes.

5. T F 40% of infant/toddler classrooms, located inside child care centers, have been observed to endanger the health & safety of the children.

6. T F Data shows that there will be approximately 70 million older Americans by the year 2030.

7. T F Family child care homes and child care centers account for 64.5% of daily care for children, in America, while their mothers work outside of the home.

8. T F A majority of older people have health-related difficulties.

9. T F Child care provided in child care centers is costly to provide, even when it is mediocre care.

10. T F By the year 2025, there will be more Americans over the age of 65 than there will be teenagers.

11. T F Most children have a negative response to and fear of the elderly.

12. T F The educational level of older people is steadily increasing.

13. T F 75% of child care centers, in the USA, provides only custodial care.

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14. T F Currently, there are approximately 30 million US citizens age 65 or older and 3 million age 85 and over. In 30 years 50 million will be 65 or older, 7 million age 85 or older.

15. T F The US child poverty rate is the highest among 18 industrialized countries.

16. T F Non white children benefit from living with grandparents, but white children have more difficulty when living with grandparents.

17. T F A child born in 1991 could expect to live to the age of 75.5 years. This is 10 years longer than a child who was born in 1900.

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Movement and Music Sessions

The following handouts will be found in the Movement and Music section:

Session 1 — *Movement and Music in the Classroom — How Do I Make it Work?*
Phyllis S. Weikart and Elizabeth B Carlton

Session 2 —*Movement Activities For Large-Group Time*
Phyllis S. Weikart and Elizabeth B. Carlton

Session 3 — *Music Activities For Large-Group Time*
Elizabeth B. Carlton and Phyllis S. Weikart

Session 4 — *Creativity Through Movement: Supporting Children's Ideas*
Karen Weber

Session 5 — *Singing in the Classroom: How Many Ways*
Elizabeth B. Carlton and Phyllis S. Weikart

Session 6 — *Steady Beat: What Is It and Why do Children Need It?*
Phyllis S. Weikart and Elizabeth B. Carlton

Session 7 — *A Personal Development Lab for You: Steady Beat and Singing*
Phyllis S. Weikart and Elizabeth B. Carlton

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Notes

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Movement and Music in the Classroom How Do I Make it Work?

Phyllis S. Weikart
Associate Professor Emeritus, University of Michigan
Director, Education Through Movement: Building the Foundation
Movement Consultant High/Scope Foundation

Elizabeth B. Carlton
Assistant Professor Emeritus, Catawba College
Music Consultant High/Scope Foundation
Endorsed Trainer, Education Through Movement

Children move all the time in the classroom, and often make sounds and sing spontaneously. Adults can support children more effectively by using a consistent process that adds movement and music to active learning. Helping children develop purposeful movement and music abilities enhances their overall learning. Come and participate in delightful activities that help children ages 3-7.

Session 1

**Young children are kinesthetic learners—needing to move to enhance their cognitive learning.

Opening: **Cobbler's Reel RM1**

What nonlocomotor and locomotor movements were you aware of?

WAYS TO MAKE MOVEMENT & MUSIC WORK IN THE CLASSROOM

MOVEMENT-BASED ACTIVE LEARNING ESSENTIALS

Gross motor movements of children need reinforcement daily

The *Education Through Movement: Building the Foundation* approach focuses the children on purposeful movement as the active learning base to help learners first understand what the body is doing and then how curriculum concepts can be made more concrete.

Key Experiences in Movement (Overview)

FEE: Movement, p. 51 Movement Core: The motor development base for

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purposeful movement. **FEE: Movement, p. 50** • Both sides; one side in repetition...other side; alternating

• Movement held still (STATIC); continuous movement (DYNAMIC)

• One movement repeated (SINGLE); movement pattern (SEQUENCE)

Movement-Based Active Learning Strategies:

FEE: Movement, p. 42

• Exploration of Purposeful Movement • Choices and Planning by Students

• Language listened to and supplied • Initiation by Teacher and Students

• Facilitation and Reflection • Support from Teacher and Peers

Teaching Model Components: **FEE: Movement, p. 31** SEPARATE: Demonstrate *or* Tell *or* Use hands-on guidance to help children respond

to what they SEE, HEAR, and FEEL

SIMPLIFY: Begin with what is easy or manageable to learn so that children are immediately engaged at a level where they can feel successful

FACILITATE: Engage learners through action, thought, and language to help them think about and describe their actions

Body (including voice)= Primary Learning Center

**Early childhood teachers, who provide opportunities for children to build the kinesthetic base for learning, are giving these children a gift for life

USING PURPOSEFUL MOVEMENT

Purposeful movement: What is it?

• Follow marching visually; copy & describe everything you see - explore other ways to march and identify them.

• Explore nonlocomotor movement (incl. action words) & locomotor movement, using the "menu."

• Share movement ideas; copy; describe, and compare various ways you moved

**Nonlocomotor (NL) movement is anchored, and is performed in personal space.

**Locomotor (L) movement is not anchored, and is performed in personal or general space.

**Young children need to do (copy) before they are asked to describe.

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PURPOSEFUL MOVEMENT WITH RECORDED MUSIC

"How Shall We March?" Curriculum concept: Marching **Yankee Doodle RM2**

Movement Key Experiences: Moving in locomotor ways

Acting upon movement directions

Music Key Experience: Moving to music

Movement & Music Key Experience: Feeling and expressing steady beat

• Children explore different ways to march. (They have used the label "march" on other occasions.)

• One child is the leader and shows a way to march. Other children copy and describe. Music is added.. • Another way to march is shown by a child and copied.

• Start the music over with each child leader.

Extension: Other locomotor labels can be explored in this way, as well as nonlocomotor labels.

PURPOSEFUL MOVEMENT CONNECTED TO KINESTHETIC FEEL

"Human Chalkboard" Curriculum Concept: Pathways **FEE: Movement, p. 268 Movement Key Experiences:** Moving in nonlocomotor and locomotor ways

Acting upon movement directions

Music Key Experience: Exploring the singing voice

Partners: #1 draws pathway on #2's back; #2 draws pathway in front with both hands; identify pathway;

both draw again and add sound representation. Extend to drawing shapes. Be sure to erase the chalkboard before a new pathway is drawn

Extension: Have children draw or construct pathways, shapes with yarn.

As a teacher of young children: How would this experience help the child later with writing and reading?

PURPOSEFUL MOVEMENT TO A RHYME

"Jumping Joan" Curriculum Concept: Jumping

Movement in Steady Beat

Movement Key Experiences: Moving in locomotor ways.

Movement & Music Key Experience: Feeling and expressing steady beat

As you see children jumping, support their efforts by jumping with them and speaking the word JUMP each time the feet land on the ground.

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As you see children jumping, support their efforts by jumping with them and speaking the word JUMP each time the feet land on the ground.

One child (Joan) is the leader and all begin with that child. The adult adds the Anchor Word JUMP, spoken 4X and layer on the rhyme.

Another child then becomes the leader to repeat the rhyme with the movement, adding the child's name in place of Joan. Make up a second line for the rhyme, ending with a rhyming word (if possible) on the end. For Bryan it might be "when I'm jumping I'm never cryin."

Extension: Substitute other locomotor or nonlocomotor words.

PURPOSEFUL MOVEMENT TO A SONG

"Jenny Mouse" Curriculum Concept: Around, steady beat **New Movement Plus Rhymes...**

Movement Key Experiences: Moving in locomotor ways

Feel and expressing steady beat

Circle of children who are seated pat steady beat while the song is sung

One child volunteers a way to go around the circle (movement and child's name are added in the song)

Extension: Substitute "children mice skipping (other movements) all around." Substitute a different animal

PURPOSEFUL MOVEMENT WITH ACTION SONGS

"Hokey Pokey" Curriculum Concepts: Up, down, around, high and low vocal exploration

Movement Key Experiences: Moving in nonlocomotor ways **New Movement Plus Rhymes...**

Acting upon movement directions

Expressing creativity in movement

- Copy the movements of the leader for arms up and down. Identify the direction of the movement
- Find a way to make the arms turn around and around.
- Copy patting the legs 3 times and then BOOM the ground.
- Add the phrases of the song after up and down (or child's words) have been copied.
- Add on turning the arms around and around and then patting and Booming. Do entire action song.

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• Encourage children to discover other body parts that go up, down, and around and other movement opposites in place of up, down.

Extension: Voice and body go high, Voice and body go low 2X; Voice and body high and low lots of

times; Voice and body show high or low now.

As a teacher of young children: How would you convert this process to other action songs? (Groups)

Reflection: How can you make movement and music in the classroom work?

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Movement Activities For Large-Group Time

Phyllis S. Weikart
Associate Professor Emeritus, University of Michigan
Director, Education Through Movement: Building the Foundation
Movement Consultant High/Scope Foundation

Elizabeth B. Carlton
Assistant Professor Emeritus, Catawba College,
Music Consultant High/Scope Foundation
Endorsed Trainer, Education Through Movement

Children's movement responses can bring concrete understanding to tasks and words that otherwise are abstract to them. Large group time provides the ideal opportunity to engage children in making decisions about movement games, early childhood fitness games, action songs, and many creative activities that require their initiative. Come move and learn to extend children's motor skill through the movement key experiences.

Session 2

Opening
Tipsy RM7
What movement key experiences were you aware of?

"Someone is the Leader" **Curriculum Concepts:** Copying, steady beat

Movement Key Experiences: Moving in nonlocomotor ways **New Movement Plus Rhymes...**
Acting upon movement directions
Movement & Music Key Experience: Feeling and expressing steady beat
Child leader starts a slow patting motion that will match the macrobeat (1st beat of a group of 2 beats) of the song. All copy the leader.
At the end of the song the leader begins a movement that the others copy and then describe.

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Extension: Leader makes a statue shape

"Process and Respond to Static Movement" **Curriculum Concepts:** Visual and verbal processing

Movement Key Experiences: Moving in nonlocomotor ways
Acting upon movement directions

Explore engaging children with visual **or** verbal directions for a movement response. Each movement from the leader is STATIC. Support children as the leader also.

Work in small groups of adults to become comfortable leading with simple visual **or** verbal directions.

"Stop Sign" **Curriculum Concepts:** Start and stop, balance
FEE: Movement, p. 227

Movement Key Experiences: Moving in locomotor ways
Acting upon movement directions
Feeling and expressing steady beat

Explore locomotor movements

Child leader starts and stops the group. Children move about the space any way they wish and stop when the leader says "stop sign." Add music if desired.
Troika RM2

Extension: Child leader may give the movement for all to do.

"The Beanbag Song" **Curriculum Concepts:** Drop, pass **New Movement Plus Rhymes...**

Movement Key Experiences: Moving with objects

Movement & Music Key Experiences: Feeling and expressing steady beat

Children are encouraged to explore dropping the beanbag in front and then picking it up.

Children are asked to listen to the song and to indicate what the song is telling them to do.

Children drop the beanbag on the word drop and then pick it up.

Extension: The word "Pass" is substituted in the song and children pass the beanbag with the song.

As a teacher of young children: Are there other action words children could express?

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"Puppets" **Curriculum Concept:** Kinesthetic awareness **FEE: Movement, p. 272**

Movement Key Experiences: Moving in nonlocomotor ways
Acting upon movement directions
Describing movement

Partners: #1 is the puppet; #2 is the puppet master.

#2 moves #1 using hands-on guidance and the concepts of two sides, single, static.

#1 describes each movement (speaking or singing) while holding the static position.

As the teacher of young children: When could you use experiences such as "Puppets" or other opportunities to have children act upon movement directions from hands-on guidance?

"Young Child Fitness" **Curriculum Concept:** Following, steady beat **Cumberland Square RM3**

Movement Key Experiences: Moving in nonlocomotor ways; Moving in locomotor ways
Acting upon movement directions

Music Key Experience: Moving to music

Movement & Music Key Experience: Feeling and expressing steady beat

Follow the leader's upper body (two sides) and lower body (alternating) fitness movements

Try different movements to use as the leader. Work in small groups with one person the leader

Extension: Use other instrumental music on the *Rhythmically Moving* recordings.

"Thumbs Go Wiggle Waggle" **Curriculum Concept:** Action Words **FEE: Movement, p. 229**

Movement Key Experiences: Moving in nonlocomotor ways
Acting upon movement directions

Follow the leader visually and identify what the thumbs are doing.

Where else can the thumbs wiggle? What other body parts can wiggle?

Extension: Use other action words; also have students suggest rhyming words, e.g. shake, bake

As the teacher of young children: Recall procedure used to present this action song to young children

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"Follow Follow" **Curriculum concept:** Following

Movement Key Experiences: Moving in nonlocomotor ways; Moving in locomotor ways

Acting upon movement directions

Movement & Music Key Experience: Feeling and expressing steady beat

"Follow, Follow" **New Movement Plus Rhymes...**

One child is the leader with a steady beat movement. or static movements. Children copy before the song is added.

Steady beat movements may be added. If the beat is steady, speak the Anchor Word 4X (SHAKE) the song is added.

The child also could tell the others what to do after the song is completed

"Seven Jumps" **Curriculum Concepts:** Steady beat, visual responding

Seven Jumps RM2

Movement Key Experiences: Moving in nonlocomotor ways & Moving in locomotor ways

Acting upon movement directions

Music Key Experience: Moving to music

Movement & Music Key Experience: Feeling and expressing steady beat

Children try out jogging in place and follow it with a jump (12 jogs plus 1 jump and wait 4 beats)

Children suggest static movements to lead on the held chords; several movements are sequenced.

Extension: Children choose a way to move around the large group time circle. They stop and create a statue shapes on the first held chord. They make one additional move with each held chord

Reflection: What important learning experiences have these movement activities provided for children?

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Music Activities For Large-Group Time

Elizabeth B. Carlton
Assistant Professor Emeritus, Catawba College,
Music Consultant High/Scope Foundation
Endorsed Trainer, Education Through Movement

Phyllis S. Weikart
Associate Professor Emeritus, University of Michigan
Director, Education Through Movement: Building the Foundation
Movement Consultant High/Scope Foundation

Singing and moving together during large group time brings learning, remembering, creating, and knowing. Music, in all its many forms has concepts adults can easily use to support the child's musical foundation. Come and learn to extend children's musical abilities through the music key experiences.

Session 3

The child's body & voice = the primary learning center.

Opening: "Music Time!" Music time! Music time! Tune: Hot Cross Buns
I'm so glad I came today, Music time!
Sing a song! Sing a song!
Use our singing voices and we'll sing a song!

If You're Happy" **Curriculum Concepts: happy, seriation** Traditional Song

Music Key Experiences: **Moving to Music**
Singing Songs

Movement Key Experiences: **Moving in nonlocomotor ways & locomotor ways**
Acting upon movement directions
Expressing Creativity

Variations to engage learner: If you're happy & you know it, show it with your arms...
Other developmentally appropriate ways to sing this song include use of children's names;

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Extend to sad, sleepy, scared, etc.

Variation using musical concepts high/low: If you're happy... it, voice and body way up high;

If you're happy & you know it, voice and body way down low; ... high & low, lots of times...

If you're happy & you know it, choose high or low right now and sing!

"Speak, Then Sing" Curriculum Concepts: talking vs. singing

FEE: MUSIC p. 212 & 235

Music Key Experiences: Exploring the singing voice

Movement & Music Key Experiences: Feeling & Expressing Steady Beat

Choose a nursery rhyme, synchronize the macrobeat, and speak the rhythm. Then, sing, using random pitches. What is different about singing? What remains the same?

Extension: After speaking the rhyme, sing, using the "you-hoo" concept. Young chidren can shape the "yoo-hoo" song, using arms out in front.

"Little Green Frog" Curriculum Concepts: jump, up, body part names

New Movement + Rhymes...

Music Key Experiences: Moving to music

Singing songs

Movement & Music Key Experiences: Feeling & Expressing Steady Beat

Movement Key Experiences: Moving in nonlocomotor ways & locomotor ways

Acting upon movement directions

Encourage children to make both hands jump up; say "Jump up!" with their motions. Children keep the motions going, and listen to the song to find out where the frog kisses Wesley. At the end, all make a kissing sound; the child who chooses where the frog will next kiss has name sung.

"Moving to Music" Curriculum Concepts: Intuitive response

Man in the Hay RM3, Southwind RM1

Listen to the music. When it begins again, move when you are ready, inside or outside around your hoop. Observe the ways children intuitively express what they feel & hear.

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As a teacher: Why do children need these experiences to listen and respond intuitively?

"(March) Around the Circle" **Curriculum Concepts: Loco, labels, steady beat**

(Magic! Magic! We all press "Pause!) "Ring Around the Rosey"

Music Key Experiences: **Singing songs**

Movement & Music Key Experiences: **Feeling & Expressing Steady Beat**

Movement Key Experiences: **Moving in locomotor ways**

Acting upon movement directions

Each explores/plans locomotor ways to move. The leader chooses how group will move during the song. Begin movement in personal space, use Anchor Pitch ("1, 2, ready, sing") and sing the song while moving around in a circle.

"Follow Follow" **Curriculum Concepts: Aural & visual responding, following**

New Movement + Rhymes...

Music Key Experiences: **Moving to music**

Singing songs

Movement & Music Key Experiences: **Feeling & Expressing Steady Beat**

Movement Key Experiences: **Moving in nonlocomotor & locomotor ways**

Acting upon movement directions

Use Anchor Pitch ("1, 2 ready, sing"). All sing the song while patting steady macrobeat. Children copy the leader's way to show single, static movement. The child leader may choose to give verbal directions.

"Low or High" **Curriculum Concepts:** Low/high levels; low/high vocal sounds

FEE: Movement, p. 221

Movement Key Experiences: Moving in nonlocomotor ways

Acting upon movement directions

Children move bodies to low and high levels and add representative low and high vocal sounds. They choose low or high pitch/level to end the song.

Extension: Have the children suggest other ideas, such as loud/soft, long/short

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"Pizza Hut" **Curriculum Concept:** Patterns

NEW Movement Plus Rhymes...

Music Key Experiences: **Moving to music**

Singing songs

Movement & Music Key Experiences: **Feeling & Expressing Steady Beat**

Movement Key Experiences: **Moving in nonlocomotor & locomotor ways**

Acting upon movement directions

Copy static movements of the leader; identify what each movement might represent.

Children SAY & DO the first 2 movements alone. Adults sings the first part of the song

Add the next movement and finish the A section of the action song.

Learn the B section in the same way. Put the entire action song together—ABA

Extensions: Use other local fast food restaurants suggested by the children.

Substitute the concept of opposites, addition or rhyming words

As a teacher of young children: How would you convert this process for new action songs?

Guidelines for Beginning Singers

- Sing simple songs and begin
- Sing nursery rhymes, using the first 2 or 3 pitches children develop in the normal singing progression
- Sing songs with melodic patterns that repeat
- Sing songs in which pitches last longer
- Encourage children to create new verses to familiar songs
- Encourage children to keep steady beat while singing

Learning New Songs as Adults

As a teacher: Learn new songs in ways that stay with you!

- Listen to the whole song while patting macrobeat.
- Attend to any parts of the melody (phrases) that are the same, and that are different.

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- Listen to 1st melody pattern or phrase. Sing & Shape the direction of the pitches, using a neutral syllable such as BA or LA so you focus on the melodic shape of that phrase.
- Listen to the 2nd melody pattern. Same or different? Sing & Shape these pitches on BA.
- Listen to the 3rd melody pattern. Is it the same of different from the first pattern? File that info!
- Listen to 4th melody pattern. Sing & Shape the pattern neutral syllable BA.
- Comfortable enough to Sing & Shape the whole song, neutral syllable?
- Rehearse any phrases that are in need of work.
- Add text. This SIMPLIFY for adults enables us to be aware of the melody patterns that are the building blocks of music.

Note: Read *Foundations in Elementary Education: MUSIC*, p. 329-330 for ways to teach new songs to children.

Reflection: What musical strengths can be developed and extended by using music every day during large group time?

What have you learned?
enjoyed?
created?
remembered?

Preschool Music Key Experiences

Moving to Music
Exploring and identifying sounds
Exploring the singing voice
Developing melody
Feeling and expressing steady beat
Singing songs
Playing simple instruments

— Foundations in Elementary Education: MUSIC

Movement and Music materials available from
High/Scope Press 1-800-40-PRESS

Foundations in Elementary Education: MOVEMENT E. Carlton & P. Weikart
Foundations in Elementary Education: MUSIC E. Carlton & P. Weikart
Movement in Steady Beat P. Weikart
Movement Plus Music P. Weikart

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Movement Plus Rhymes, Songs, and Singing Games. P. Weikart
Rhythmically Moving recordings, 1–9 P. Weikart
Rhythmically Moving Guides 1, 2, 3, E. Carlton & P. Weikart

Consider Attending the Movement & Music Training Program
High/Scope Conference Center
Clinton, Michigan

June 20 - July 3 July 6 - July 19 July 26 - August 8
and/or

Building Music Fundamentals July 19-24
Detailed information available today!
Give yourself these wholesome "M & M" gifts!

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Music Key Experiences For Beginners Of All Ages

Moving To Music

- ✦1. Responding to different types of music (concept: intuitive response)
- ✦2. Using nonlocomotor and locomotor movements with music (concept: purposeful movement).
- ✦3. Using coordination skills in performing action songs (concept: movt. sequences).
- ✦5. Moving to phrases . . .sections of a musical selection (concept: phrase).

Exploring And Identifying Sounds

- ✦1. Making sounds with voices and instruments (concept: aural discrimination).
- ✦2. Working with percussion instrument sounds (concept: aural discrimination).

Exploring The Singing Voice

- ✦2. Exploring the singing and speaking voice(concept: singing vs. speaking).
- ✦3. Exploring the broad range of the singing voice (concept: vocal range).

Feeling And Expressing Steady Beat

- ✦1. Moving to one's own steady beat.
- ✦2. Matching someone else's steady beat.
- ✦3. Matching the steady beat of recorded music, songs, rhymes.
- ✦4. Performing single nonlocomotor movements to the steady beat.
- ✦5. Performing single locomotor movements to the steady beat.
- ✦6. Playing instruments in steady beat.
- ✦7. Combining nonlocomotor and locomotor movement to the steady beat.

Developing Melody (How children develop singing skills. Notice the developmental order.)

- ✦1. Identifying higher and lower pitches (concept: higher and lower pitches).
- ✦2. Identifying the direction of the melody (concept: melodic direction).
- ✦3. Matching intervals and repeated pitches (concept: pitch intervals).
- ✦4. Imitating 3- and 4-note melody patterns (concept: patterns).
- ✦5. Distinguishing *same* and *different* in short melody patterns (concepts: same, diff).
- ✦6. Responding to the shape of the melody (concept: melodic shape).
- ✦9. Singing and shaping phrases and songs (concept: melodic shape).

Singing Songs

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♦1. Singing simple songs alone and with others (concept: melodic accuracy).

Note: Anchor pitch strategy used.

Playing Simple Musical Instruments

Excerpted from 21 music key experiences: Foundations in Elementary Education: Music. Elizabeth B. Carlton & Phyllis S. Weikart. High/Scope Press: Ypsilanti, MI 1994

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Creativity Through Movement: Supporting Children's Ideas

Karen Weber
Field Consultant, High/Scope Foundation,
Director of Early Childhood Education, King's Schools, CRISTA Ministries,
Seattle, Washington

Through creative purposeful, whole-body movement, abstract ideas become more concrete, and children are able to describe and remember what they have created. "Expressing creativity in movement" and "Creative representation" are co-key experience areas that expand children's ideas to higher, broader dimensions. Explores strategies that enable adults to support children's ideas, and bring understanding to important concepts.

Session 4

Notes

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Singing in the Classroom: How Many Ways

Elizabeth B. Carlton
Assistant Professor Emeritus, Catawba College, Salisbury, North Carolina
Music Consultant High/Scope Foundation
Endorsed Trainer, Education Through Movement: Building the Foundation

Phyllis S. Weikart
Associate Professor Emeritus, University of Michigan
Director, Education Through Movement: Building the Foundation
Movement Consultant High/Scope Foundation

Young children learn to sing just as they learn to speak and move — through imitation, exploration, repetition, and initiation. Adults can provide these opportunities for children even though they haven't had formal music training. In this session experience the many ways to support singing in the classroom.

Session 5
The Child's Body and Voice = The Primary Learning Center

Introduction: "Today is _____All Day Long **Rig-A-Jig-Jig**

1. Today is _____all day long, ...& I'm so glad you're here!
2. Find a friend and shake a hand...'cause I'm so glad you're here!
3. Music and movement every day. . . . .Let's make connections now!
4. Every day use M & M's. . . . and watch your children grow!

How do children develop singing skills?

Exploring & Identifying Sounds

They listen and represent sounds: animals, nature, make believe, real world, outdoor time, etc.

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"What Sound is This?" Concept: Aural discrimination
Partners: Choose a category, and represent/identify sounds young children might make during work time in one of the areas, outdoor time, etc. Move & make that sound(s). Share 2-3 with large group; and have them identify and describe the sound.
✦✦Young children represent from the "concrete" sound, making important associations for later use.

Extension: Invite a child to share a sound that could accompany a nursery rhyme.
Invite children's sound ideas and use as accompaniment to a loved story.

Exploring The Singing Voice

They "play" with talking vs. singing, and expand horizons from here:

"Speak, Then Sing" Curriculum Concepts: talking vs. singing
Fee: Music p. 212 & 235
Music Key Experiences: Exploring the singing voice
Music & Mov't. Key Experiences: Feeling & Expressing Steady Beat
Choose a nursery rhyme, synchronize the macrobeat, and speak the rhyme. Then sing, using random pitches. What is different about singing? What remains the same?
Extension: After speaking the rhyme, sing, using the "yoo-hoo" concept. Young children can shape the "yoo-hoo" song, using arms out in front.

"Same or Different?" Curriculum Concepts: Aural discrimination, same, different
Seated in a circle: Lead same or different static movements with both hands. Children copy, and identify. Each in turn, leads one movement, (same or different); group labels. Sing a sustained musical pitch which all copy. Show approximately where that pitch might live in our "musical mansion". Each in turn sings a sustained pitch, all copy, and place the pitch according to its "lowness-middleness-highness" in the musical mansion. Determine whether this new pitch is the same or different pitch from the previous pitch.

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"Two Little Red Birds" Curriculum Concepts: Aural discrimination, same, different

New Mov't Plus Rhymes...

Begin with Anchor Pitch. Sing song, encouraging children to show the bird's pathway as he flies away and returns.

Extension: Yarn sticky boards may be added so that child plans the yarn pathway, and sings as he touches the yarn.

Developing Melody

They sing "yoo-hoo" songs they know, and create new ones.

Any adult: begin with an Anchor Pitch in the child's range; group sings "yoo-hoo" songs:

One, Two, Tie My Shoe Star Light, Star Bright Engine, Engine Number 9

Create "yoo-hoo" songs to nursery rhymes & other short poems:

Jack Be Nimble Hickory Dickory Dock Two Little Sausages

✦✦They sing while they work in a center, creating these "yoo-hoo" songs

Adults in small groups: Create a 2-pitch song song you might sing in your work area.

✦✦Other 2-pitch songs may be created in addition to "yoo-hoo" pitches, however these simple songs comprise the first interval most naturally sung in tune.

We can sing the "Hot Cross Buns" melody throughout the daily routine!

Groups of 4: Create a new verse to use during the daily routine, and share!

They sing songs with predominantly 3 pitches, and create new ones.

Any adult: begin with an Anchor Pitch in the child's range; group sings:

"It's Raining, It's Pouring". **Sing the story!**

"Apples, Peaches, Pears and Plums" **Play the game!**

"Ring Around the Rosey", "Lucy Locket", "Sally Go `Round the Sun", etc.

They sing calm songs, with pt\itches that "last".

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Any adult: begin with an Anchor Pitch in the child's range; group sings:
"Twinkle, Twinkle, Little Star" "This Old Man"
"Muffin Man" "Eensy Weensy Spider" (& now, the story!)
"Where is Thumbkin?" **New words: Beat is steady,** (repeat)
Feel the beat. (repeat)
Keep the beat so steady. (repeat)
Feel the beat. (repeat)

They construct their "song bank", as confidence and joy feel their need to sing:

"Gonna Shake Out My Hands"	**Movement in Steady Beat**
"Ritsch, Ratsch"	**Movement in Steady Beat**
"Tommy Thumb"	**Movement in Steady Beat**
"Start Your Day With a Hug"	**NEW Movement Plus Rhymes. . . .**

. . .and songs children sing in preschool, they never forget.

Reflect: How do children develop singing skills?

How can adults encourage children to develop their natural musical instrument?

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Steady Beat: What Is It and Why do Children Need It?

Phyllis S. Weikart
Associate Professor Emeritus, University of Michigan
Director, Education Through Movement: Building the Foundation
Movement Consultant High/Scope Foundation

Elizabeth B. Carlton
Assistant Professor Emeritus, Catawba College,
Music Consultant High/Scope Foundation
Endorsed Trainer, Education Through Movement

What is the difference between steady beat and rhythm? Why should adults include daily steady beat activities for the children and avoid moving to words and syllables of words? What advantages do "timed" children have that can be observed? High/Scope research now provides evidence that young children who have steady beat abilities can attend better. They perform better in academics, music and sports. They are better able to exhibit internal control. Come and participate in movement-based active learning experiences that focus on steady beat.

Session 6

Opening: **Bekendorfer Quadrille RM4**

What did you notice about the steady beat in the arms and legs?

What is steady beat? Explore own; match a partner's steady beat
Use visual, verbal & tactile modalities
Group matches severaltempos visually and aurally

Follow leader's simple nonlocomotor and locomotor steady beat movements in response to music.

Lead a partner to the same music. **Haya Ze Basadeh RM2**

What is microbeat? Group experiences example to understand microbeat. Step a steady beat; bring froup into synchronized stepping by using anchor word before adding the rhyme. Group listens and feels steady microbeat. ***I've Got an Itch"***
Kids Pick the Block Jack Prelutsky

What is macrobeat? Group experiences example to understand macrobeat; **"Bug"**
Partners work together **Kids Pick the Funniest Poems Bruce Lansky**

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Step 1: #1 plan & step microbeat; partner copies; #1 recites rhyme such as "Peas Porridge Hot"

Step 2: #1 plan & initiate macrobeat; partner copies; #1 recites the same rhyme

Step 3: Exchange roles for Steps 1 and 2; use another rhyme

Step 4: Identify microbeat and macrobeat in a recording

Apat Apat RM4

✦✦Understand microbeat✦: regular stepping beat; each beat in a group of 2 or 3 beats

✦✦Understand macrobeat ✦: organizing beat; rocking beat; beat 1 for groups of 2 or 3 microbeats

✦✦Understand the relationship of microbeat to macrobeat

✦Dr. Edwin Gordon's terms (nationally recognized music learning theorist)

What is the difference between steady beat and rhythm?

✦Children need to focus with steady beat on the entire word/phrase/sentence, not on syllables.

✦✦Movement response to rhythm of the words seems to fracture comprehension of the spoken or read text.

Reinforce the hearing-feeling connection.

22. Rock the infant while chanting, singing, or listening to recorded music

- ✦ Reinforce a toddler's initiated steady beat movements (pound, march0 with single words, rhymes, songs
- ✦ Use of tactile reinforcement—patting on shoulders or rocking child
- ✦

Alley Cat RM3

Application: Plan daily experiences for students to find, feel, keep, and lead both microbeat and macrobeat to speech and music.

Preschool, Kindergarten, Or Beginners Of Any Age
Microbeat With Locomotor And Macrobeat With Nonlocomotor Mov't

Guide children each day to:

- ✦ Pat steady beat (approximate macrobeat tempo)
- ✦ Step steady beat in personal space (approximate microbeat tempo)
- ✦ Copy others to develop flexibility with same/different tempos
- ✦ Listen to a word spoken repeatedly and match that steady beat
- ✦ Feel and match the tactile steady beat (approximate macrobeat tempo)

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Guide children each day to:

- ✦ Pat steady beat (approximate macrobeat tempo)
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- ✦ Copy others to develop flexibility with same/different tempos
- ✦ Listen to a word spoken repeatedly and match that steady beat
- ✦ Feel and match the tactile steady beat (approximate macrobeat tempo)

Provide children with **frequent experiences** to respond with steady macrobeat movements as they:

Listen: ✦ to rhymes "*Rub-A-Dub Dub*" (rhyme) New Adventures of Mother Goose
B. Lansky
"*My Puppy Loves Flowers:* Kids Pick the Funniest Poems
B. Lansky
✦ to songs "*Old Man Mosie*" **New Recording: Movement Plus Rhymes...**
✦ to recordings **La Raspa RM3 Mexican Mixer RM3**
✦ to Parades **Soldier's Joy RM2**

Speak: ✦Action words (shake, pound), first names, days of week (month), curriculum terms
✦SAY & DO for a sequence: Toes 8x, Knees 8x, Nose 8x **Movement Plus Music SlidingRM1**
✦Locomotor movement terms, two-word combinations, spelling words, etc.
✦Set Beat, use anchor word, and speak familiar rhymes (*Humpty Dumpty)* and learn new ones
✦Try out in small groups - one person assumes the role of the teacher - use known rhymes
✦Learn "*The Train Went Into the Tunnel*" **Movement in Steady Beat**

Sing: ✦Set beat, use anchor pitch, and sing familiar songs
✦New verses for old songs: "*Beat is Steady*" (Are You Sleeping?)
New Movement Plus Rhymes
✦Try out in small groups - one person assumes the role of the teacher - use microbeat & macrobeat
✦Learn "*Gallop All Around*" **Movement in Steady Beat**

Reflection: What is steady beat? Why do children need it?

✦✦Children who respond consistently to steady beat seem to develop increased comprehension capability, clearer enunciation and speech flow, increased attending, as well as personal coordination and in-tune singing.

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A Personal Development Lab for You: Steady Beat and Singing

Phyllis S. Weikart
Associate Professor Emeritus, University of Michigan
Director, Education Through Movement: Building the Foundation
Movement Consultant High/Scope Foundation

Elizabeth B. Carlton
Assistant Professor Emeritus, Catawba College,
Music Consultant High/Scope Foundation
Endorsed Trainer, Education Through Movement

Session 7

Steady beat and singing are fundamental abilities that adults should possess when working with young children or when training adults. With the addition of the movement and music key experiences into the High/Scope curriculum, you will find this steady beat and singing lab most helpful in strengthening your personal skills. This lab is designed for all levels of ability. At the conclusion of this lab, we hope you will:

- Understand and be able to apply your own skills with steady beat to rhymes, songs, and recordings;
- Support children's development and independence with steady beat;
- Develop or improve your own singing voice through the use of the "body scale" and simpler songs; and
- Initiate in-tune singing in the child's vocal range.

A special welcome to those who feel they are seldom successful in these two areas. We dare you to come.

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